# Tools for Ensuring PROGRAM INTEGRITY

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## *Appendices*

## Session 1 Objectives

◆ Get to know each other

◆ Establish agreements

◆ Review logistics

◆ Review agenda and materials

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Sharpen Your
Networking Tools!

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## Add a New Tool to Your Toolbox

The focus of this workshop over the next two days is to help you identify the various tools available to help you do your job. At the moment, let's focus on one of the most powerful tools of all—the experience within the financial aid community. Your colleagues, like you, have lived through many different work experiences and have a wealth of stories and helpful hints to share. Ask them!

## 📖 Learning Activity

Objective:

- Meet your colleagues and fill in the FAA (Federal Aid Administrator) Experiences Handout with as many different names as you can

Instructions:

1. Turn to the next page (page 1-3), and remove your FAA Experiences Handout.
2. With your list and a pen or pencil in hand, stand on the right side of the room (as you face the instructor) if you have less than 3 years of experience working in a financial aid-related capacity. Stand on the left side of the room if you have 3 or more years of experience.
3. When the instructor gives you the signal, move to the center of the room and begin introducing yourself to colleagues you don't know.
4. As you introduce yourself, find *at least* one person who has had an experience listed on the handout, and write that person's name down in the space provided.
5. Continue meeting new people and adding names to your list until either your list is complete or the instructor calls time. You may include each person's name on the list only one time.
6. The person with the most names on their list wins a prize! Good luck!

**Challenge:**

*How can you stay connected to your colleagues on a daily basis?*

# Session 1: FAA Experiences Handout

Introduce yourself to your colleagues, and find out which of them have had the following experiences. Write their names in the column to the left.

| | Name and School | FAA Experiences |
|---|---|---|
| **1** | | A student or parent asked how much money he or she could earn so the student could receive a Pell Grant. |
| **2** | | A student requested a student loan to buy a vehicle. |
| **3** | | A disgruntled student or parent threatened to report you to the Department of Education. |
| **4** | | A student completed the verification form and responded to household size with something like "3 bedrooms, 2 baths." |
| **5** | | A student who received financial aid established a scholarship or grant after graduating in appreciation for the assistance he or she received. |
| **6** | | You were working in financial aid when the Pell Grant was the BEOG. |
| **7** | | You know what state Pell City is in. |
| **8** | | You've had a student who is a U.S. citizen, but parents are not. |
| **9** | | A student asked you about the "reward" letter. |
| **10** | | A family sent you a check to satisfy its EFC. |
| **11** | | A student asked where to get a copy of the 10-W-40 form. |
| **12** | | You've personally completed at least a part of the FISAP. |
| **13** | | You've used FSA Coach to train yourself or your staff. |
| **14** | | You've been working in financial aid for less than a year. |
| **15** | | Your school uses an imaging system to retain documentation. |
| **16** | | You subscribe to IFAP electronic update messages. |
| **17** | | You subscribe to the FSATECH listserv. |
| **18** | | Your school verifies 100% of all of your federal student aid applicants. |
| **19** | | You've attended a state or national financial aid conference and had to share a hotel room with *only* one other person. |
| **20** | | A student who has graduated, and who was always the first to complain that his or her credit balance check wasn't ready, calls to ask, "What's this repayment stuff the bank keeps sending?" |

**Agreements**

To have the best possible learning experience, let's agree to:

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## *Agreements*

Let's come up with learning guidelines to make this the most successful learning experience possible! Write down a few suggestions that you think will be helpful, and be ready to share them.

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5. _____

**Where to Find Stuff**

_1 - 6_

# *Where to Find Stuff*

Use the space below to jot down notes about where to find the various facilities that you'll be using over the next two days.

Restrooms _____

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Vending machines_____

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Public telephones _____

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Places to eat lunch_____

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Area where smoking is allowed _____

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Other _____

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**Day 1 Agenda**

◆ Defining Program Integrity

◆ Powering Up Your Integrity Tools

◆ Application Integrity

◆ Correction Integrity

◆ Student Award Integrity

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# Welcome to "Tools for Ensuring Program Integrity"

Over the next two days you will be exposed to the resources and tools that the U.S. Department of Education (ED) provides so you can administer and manage your school's federal student financial aid programs.

## Day 1 Agenda

On Day 1 we will focus on tools that help to ensure program integrity. If you have questions about the agenda for Day 1, jot them down and bring them to the instructor's attention.

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2. _____

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3. _____

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**Day 2 Agenda**

◆ Defining COD

◆ COD Process

◆ COD Administrative Options

◆ COD Web Site

◆ COD Customer Service

◆ Review and Wrap-Up

1 - 8

# Welcome to COD

On Day 2 you will learn how valuable the new Common Origination and Disbursement (COD) Process will be in helping you maintain the integrity of the federal programs you administer.
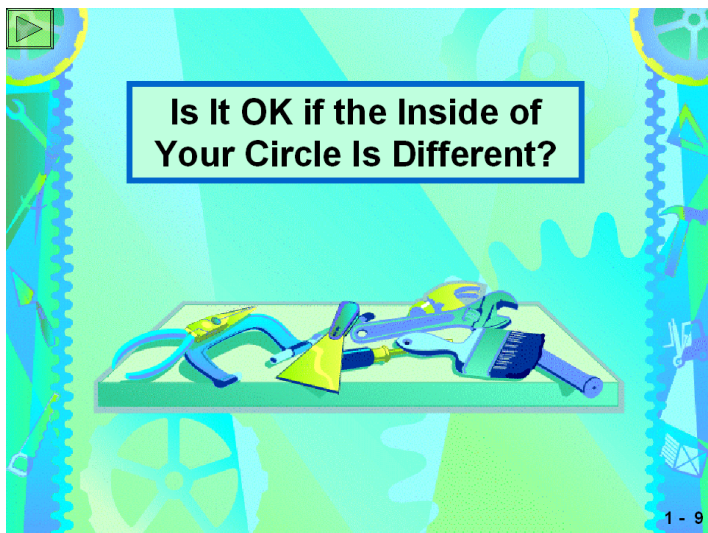
## Day 2 Agenda

Do you have any questions about the topics for Day 2? If so, jot them down below and bring them to instructor's attention.

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**Is It OK if the Inside of
Your Circle Is Different?**

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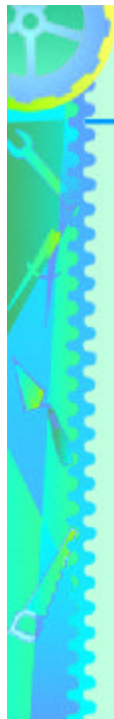
## 📖 *Learning Activity*

Follow the directions provided by the instructor.

# *Session 2— Defining Program Integrity*

# *Tools*

## *President's Management Agenda*

A document outlining the President's strategy for improving the management and performance of the federal government, including the U.S. Department of Education. The document emphasizes the need to reduce fraud, waste, and ineffectiveness by improving the way all federal student aid programs are administered and managed.

# Key Terms

## Federal Student Aid (FSA)

Office within the U.S. Department of Education responsible for the overall management and administration of the Title IV programs and the various operating systems.

## Office of Postsecondary Education (OPE) ID

An eight digit identification number assigned by the Office of Postsecondary Education to an institution that has been approved to participate in federal student financial aid programs. Schools that don't administer Title IV funds but want their students to qualify for in-school deferments also are assigned an OPE ID number. Additional locations of a school are designated by the last two digits of the OPE ID (e.g., the OPE ID of a school's main campus would be 001639**00**, while the OPE ID of the school's additional location would be 001639**01**).

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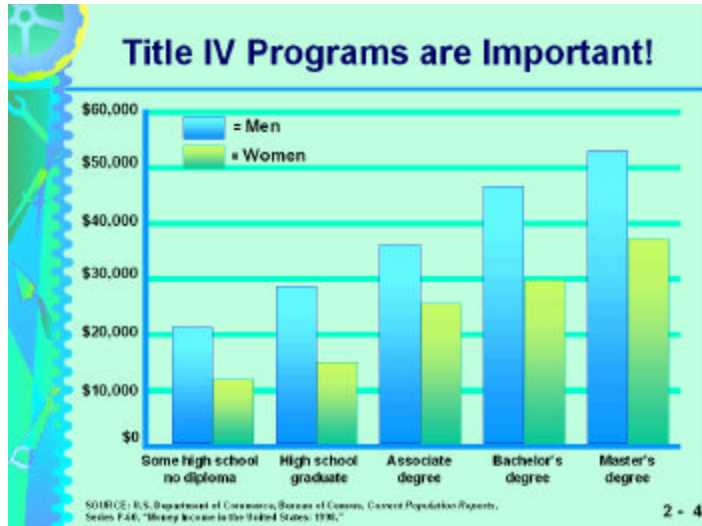_____

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## *The Impact of Title IV Programs*

Title IV programs came about as a result of the Higher Education Act of 1965. Over the years, these programs, which are administered by the U.S. Department of Education (ED), have realized enormous growth. In addition, their reach to the American public has become vast.

Do you know:

- How many students apply for federal student financial aid each year?

- How many postsecondary schools participate in Title IV programs?

- How many lenders and guaranty agencies participate in the Federal Family Education Loan Program (FFELP)?

- What percentage of undergraduate student aid applicants receive some form of federal aid?

- How much federal student financial aid does the U.S. Department of Education provide each year?

**Title IV Programs are Important!**

$60,000

= Men
= Women

$50,000

$40,000

$30,000

$20,000

$10,000

$0

Some high school no diploma | High school graduate | Associate degree | Bachelor's degree | Master's degree

SOURCE: U.S. Department of Commerce, Bureau of Census, Current Population Reports, Series P-60, "Money Income in the United States: 1998."

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# *Title IV Programs are Important!*

As this graphic indicates, in this country a college education makes an enormous difference an individual's earning potential, which in turn impacts not only the individual's standard of living but also the U.S. economy. Without the financial assistance—grants, work study, and loans—provided by the Title IV programs, many would not have the resources to attend college and earn a degree.

**Note:**

*We all have a stake in ensuring that these programs continue to enjoy the support of the tax-paying public and the U.S. Congress.*

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## *Ensuring the Viability of Title IV Programs*

To attract and maintain the support of the American people and of the members of Congress, the Title IV programs must be as secure and risk-free as possible.

The three primary areas of concern are:

- Awards
- Cash management
- Academic programs

These areas present risks that involve issues such as eligibility, reconciliation and integrity of academic programs. Each area needs our full attention.

- Can you name a specific risk for each area of concern?

- Is one of these areas of particular concern at your school?

- How has your school assessed and addressed some of these risks?

**Integrity**

*American Heritage Dictionary*

◆ Steadfast adherence to a strict moral or ethical code

◆ State of being unimpaired (i.e., soundness)

◆ Quality or condition of being whole or undivided (i.e., completeness)

2 - 6

## *Defining Integrity*

Dictionaries contain definitions that everyone can understand, but we need to work together to develop our own practical definition of integrity as it applies to our jobs in the financial aid community—a definition that we can use in working with each student, every day.

What Is Our Working
Definition of
Program Integrity?

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## *Defining Program Integrity*

Before we can focus on maintaining program integrity, we need to agree on what program integrity means. Together, we need to develop a common definition.

## 📖 Learning Activity

Instructions:

1. Work on your own for 2 minutes and come up with your definition of "program integrity."

2. Be prepared to share your definition with the large group, then we'll work together as a large group to come up with a common working definition to guide our dialogue over the next two days.

### *My Definition of Program Integrity*

### *Our Definition of Program Integrity*

## ED's Emphasis on Program Integrity

In August 2001, President Bush released The President's Management Agenda. This document outlines the President's strategy for improving the management and performance of the federal government, including the U.S. Department of Education. It emphasizes the need to reduce fraud, waste and ineffectiveness.

**Note:**

*The President's Management Agenda can be accessed online at whitehouse.gov/omb/budget*

## Program Integrity Requires a Joint Effort

The President's Management Agenda calls for improving the way all federal student aid programs are administered and managed. However, ensuring program integrity requires a coordinated effort between ED and all of its partners, including:

- Schools
- Servicers
- Lenders
- Guaranty agencies
- Contractors

*Tools for Ensuring Program Integrity*

**FSA's Emphasis on Program Integrity**

- Analyzing and revising internal processes and procedures
- Modernizing internal and external systems
- Training

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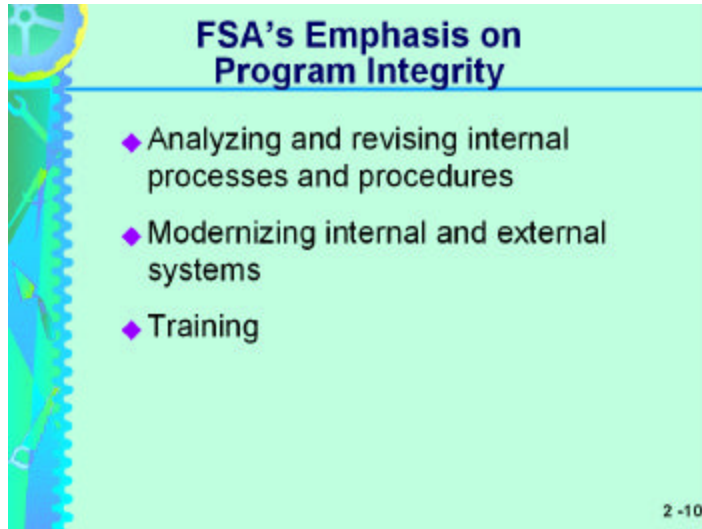
## *FSA's Emphasis on Program Integrity*

FSA's focus on program integrity is internal as well as external. Just as the external focus ensures that the financial aid community has the tools and resources it needs, FSA is working internally to:

- Analyze, revise and streamline its internal processes and procedures

- Modernize its internal and external operating systems

- Provide quality training to the staff that support and serve the needs of a dedicated financial aid community
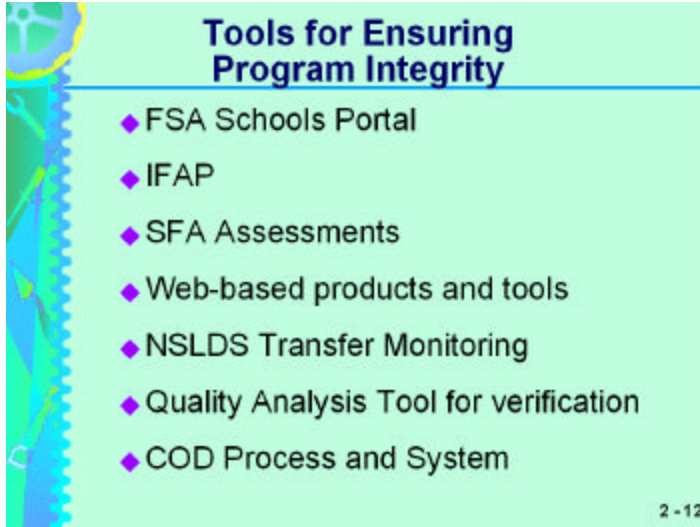
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## *How the Financial Aid Community Can Help Ensure Program Integrity*

Your hard work and dedication make it possible for the Title IV programs to benefit millions of students across all walks of life. Key to sustaining the viability of these enormously important programs is ensuring that they are maintained and administered with integrity. This is a responsibility that FSA and all of its partners share.

Ensuring the integrity and viability of Title IV programs means that FSA and all of its partners must work together.

- What control do you (and your school) have in ensuring the integrity and viability of Title IV programs?

**Tools for Ensuring Program Integrity**

- FSA Schools Portal
- IFAP
- SFA Assessments
- Web-based products and tools
- NSLDS Transfer Monitoring
- Quality Analysis Tool for verification
- COD Process and System

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# *Tools for Ensuring Program Integrity*

In support of program integrity, ED is committed to reviewing its own policies, systems and practices. ED is equally committed to providing its partners from the financial aid community with the tools and resources needed to ensure that their own programs are administered with integrity.

Some of these tools directly impact your financial aid policies and practices. Others have more of an indirect impact, in that they help federal student aid applicants provide the most accurate data possible. This training focuses specifically on the following tools and resources:

- FSA Schools Portal
- IFAP
- SFA Assessment documents
- Various web-based products and tools, including
  - FAFSA on the Web demo
  - FAA Access on the Web
- NSLDS Transfer Monitoring
- EDExpress Quality Analysis Tool (software) for verification
- Common Origination and Disbursement (COD) Web Site

**Note:**

*Each of these tools is described in detail in the Glossary.*

# Key Learning Points

Complete the exercises below to check what you learned about the key points presented in this session.

## True or False

_____1.  The U.S. Department of Education is the only entity responsible for ensuring the integrity of the Title IV programs.

_____2.  Having an educated population helps democracy continue to flourish the U.S., which is something we must never take for granted.

_____3.  Because of the many important contributions the Title IV programs make to our country, we all have a stake in ensuring that they continue.

_____4.  The President's Management Agenda emphasizes the need to improve the management and performance of the federal government.

_____5.  The three areas of risk to Title IV Programs mentioned in this session include awards, staffing and cash management.

## Circle All that Apply

6.  The President's Management Agenda proposes to make improvements by:

a.  Encouraging high school graduates to join the military

b.  Focusing on results

c.  Reducing fraud, waste and ineffectiveness

d.  Placing "Just Say No" signs in middle schools and high schools

e.  Reducing the number of federal employees

f.  Ensuring program integrity

7.  The dictionary definition of integrity includes:

a.  Steadfast adherence to a strict moral or ethical code

b.  Consideration for and deference to another's privileges or knowledge

c.  Being in a state of soundness

d.  Ethical, legal, or moral obligation

e.  Having the quality of completeness

8.  Examples of FSA's recent efforts to enhance and support its internal emphasis on program integrity include:

a.  Training FSA staff

b.  Restricting public access to information about federal financial student aid programs

c.  Analyzing and revising internal processes and procedures

d.  Modernizing internal and external systems

# *Session 3— Powering Up Your Integrity Tools*

## Session 3 Learning Objectives

- ◆ Identify links to online resources

- ◆ Demonstrate searching from and customizing the FSA Schools Portal

- ◆ Demonstrate how to subscribe to IFAP updates

- ◆ Describe SFA Assessments and demonstrate how they support program integrity

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# *Tools*

## *FSA Schools Portal*

Web site providing multiple links that improve the efficiency of managing the information provided by FSA.

Located at: **sfa4schools.sfa.ed.gov**

Password and ID required to customize the portal.

## *IFAP (Information for Financial Aid Professionals)*

Web site to provide FSA information updates electronically; online database providing access to a collection of current and archived FSA information/materials (e.g., publications, reference manuals, regulatory and policy guidance, Dear Partner and Action Letters, etc.).

Located at: **ifap.ed.gov**

User ID and password required to enroll in electronic updates.

## *Management Enhancement Worksheet*

Document designed to assist schools in clearly describing concerns and developing an action plan to make improvements to policy, procedures, or systems identified by using the SFA Assessment.

Located at: **qaprogram.air.org/AppendixE.html**

## *Postsecondary Education Participants System (PEPS)*

The Financial Student Aid (FSA) management information system for all organizations that have a role in administering federal student financial aid and other Higher Education Act programs. Maintains eligibility, certification, demographic, financial, review, audit and default rate data about schools, lenders and guarantors participating in the Title IV programs.

## *SFA Assessment*

Four categories of web-based management assessment modules to help schools assess compliance with Title IV requirements and enhance their services. Each self-guided assessment contains links to applicable laws and regulations. The four categories include: Students, Schools, Managing Funds and Campus Needs.

Located at: **qaprogram.air.org/SFAAssessment.asp**

OPE ID and password required for interactive modules. However, schools that choose not to create a password can access and download all interactive modules while in tour mode.

# Key Terms

## Boolean Search

A logical search method that uses keywords joined by the operators AND, OR and NOT to retrieve information. For example, a Boolean search string for "Ability to Benefit" could be "Ability AND Benefit." This search would return all documents containing both words.

## Customize

To alter according to individual specifications; to filter the web site options so that your screen best fits your individual needs.

## Natural Language Search

A database search conducted using human language as opposed to computer language.

PORTAL POWER

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## *Online Resources through the Schools Portal*

The FSA Schools Portal is the Department of Education's gateway to other FSA sites. In addition to displaying FSA News headlines and a calendar of events, the FSA Schools Portal contains links to many valuable online resources. Let's check what you know about the available resources.

## 📖 Learning Activity

Instructions:

1. Get together with your small group and work as a team.
2. The instructor will provide the supplies needed (a Schools Portal chart, an envelope containing 30 index cards and a transparency marker).
3. If not already done for you, hang the Schools Portal chart on the wall.
4. Divide the 30 index cards among your team. Each card is numbered and describes either a link found on the Schools Portal or a particular feature of the site.
5. Form a single-file line behind your team's starting line; wait for the instructor to give the start signal; then start the activity.
6. When it's your turn, take a card, read the description provided and note the number. Then mark the number where the information is found on the Schools Portal chart. The next person in line repeats the process.
7. Continue until either time is called or a team is the first to finish.

Team members may consult with one another, but only the first person in line is allowed to move beyond the starting line. Also, each link on your Schools Portal chart may be marked with only one number. The first team to correctly mark all of their resources on the Schools Portal wins! Good luck!
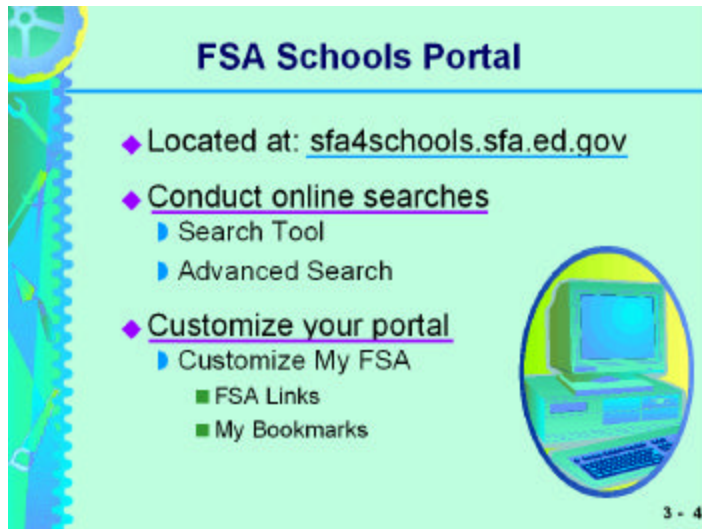
### **Challenge:**

*Did you discover any resources available from the Schools Portal that will help ensure or enhance the integrity of your school's federal student financial aid programs?*

# FSA Schools Portal Features

| Feature | Description |
| --- | --- |
| **Home button** | From any page, click this link to return to the home page |
| **Portal Help** | Provides user with online help, as well as customer service email address and phone number |
| **FAQs** | Online listing of frequently asked questions and answers, which currently pertain only to the Schools Portal web site |
| **Contacts** | • Comprehensive listing of call and service centers supported by FSA<br><br>• Click the link to get more detailed information, including phone number and available email addresses |
| **Got a Question?** | • Allows user to send questions and feedback by email directly to the FSA Customer Service Call Center<br><br>• For better service, user should include name and phone number |
| **Portal Feedback** | • Users are encouraged to send feedback about the Schools Portal web site by email<br><br>• All suggestions are considered for future enhancements and modifications to the site |
| **Calendar Item** | • Allows user to complete an online request to have an event publicized or posted to the calendar<br><br>• Required fields, including URL for a web site providing details about the event, are marked with an asterisk |
| **FSA Links** | • Reference Library<br><br>• FAA Access to Student Data<br><br>• Book Store<br><br>• Participation & Funding<br><br>• Conferences & Training |
| **FSA Headlines** | Displays FSA News and links to other important news items |
| **Search Area** | Allows user to enter searches that target the FSA sites and the IFAP database |
| **Calendar Area** | • FSA is committed to ensuring that this feature is kept current and is useful to partners and customers<br><br>• Hyperlinks display events, deadlines, training and NPRMs of interest to FSA Schools Portal users |

| Feature | Description |
|---|---|
| **Calendar Area** | • Calendar displays current date as a hyperlink; click on name of month to open calendar for full page view<br><br>  – Calendar displays dates corresponding to events, deadlines, training, etc. in bold<br><br>    ✦ Includes meetings and conferences of regional, state and national associations as well as other postsecondary education organizations<br><br>  – Hyperlinks<br><br>    ✦ Events link filters the calendar information to display only those items considered "events"<br><br>    ✦ Deadlines link displays upcoming deadlines<br><br>    ✦ Training link displays listing of training events and U.S. map to show where training will be held, i.e., "training at a glance"<br><br>    ✦ NPRMs link displays comment due date; provides a link to the current regulation(s) being proposed to be revised; includes a "send your comments" link that displays a pre-addressed email window |
| **My FSA Area** | Access to a version of the FSA Schools Portal that users can personalize |

**FSA Schools Portal**

◆ Located at: sfa4schools.sfa.ed.gov

◆ Conduct online searches
  ▶ Search Tool
  ▶ Advanced Search

◆ Customize your portal
  ▶ Customize My FSA
    ■ FSA Links
    ■ My Bookmarks

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# FSA Schools Portal

As we saw, the FSA Schools Portal page provides access to many online resources that are helpful in ensuring your school's program integrity. To get information easily and quickly via the Schools Portal, you should know how to conduct searches and how to customize the Portal. The Portal Help menu button provides assistance with both.

## Conducting Online Searches

The FSA Search Tool allows you to enter searches that target FSA links and/or the IFAP database.

## Customizing a Portal

One way to use the Schools Portal to your fullest advantage is to customize your own FSA Schools Portal page by selecting the Customize Your Links option. This option allows you to choose which FSA site links will display on the page, and it allows you to add your own bookmarks to the list of links. Just sign up for a "My FSA" account and obtain a user ID and password (both are case sensitive).

**Notes:**

*1. The FSA Schools Portal is located at sfa4schools.sfa.ed.gov*

*2. Page 1 of Appendix B contains instructions on how to conduct a search.*

*3. Page 2 of Appendix B contains instructions on how to customize a portal.*

# FSA Schools Portal



# URL: sfa4schools.sfa.ed.gov

User name and password are required to customize the portal.

**IFAP Updates**

- Located at: ifap.ed.gov
- Subscribe to updates
  - Weekly summary of all new IFAP postings
  - Frequently generated IFAP additions
  - Additional publications by type
  - Additional publications by program/service

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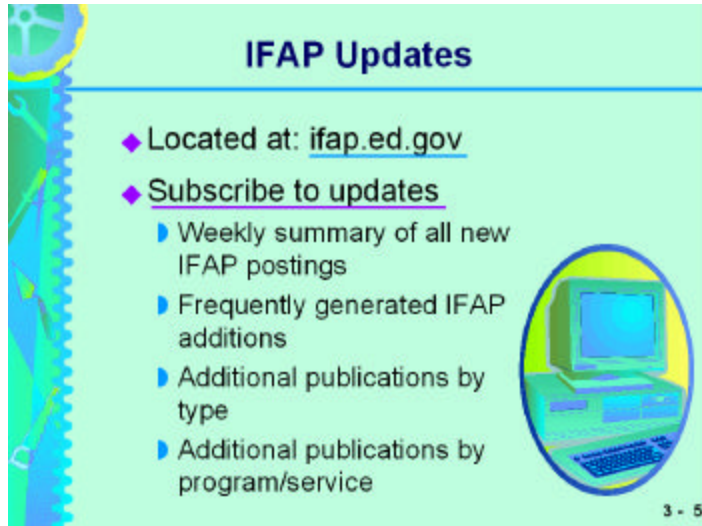
## *Subscribing to IFAP Updates*

Information for Financial Aid Professionals—IFAP—is an online database that provides access to an enormous collection of current and archived FSA information and materials, including publications, reference manuals, regulatory and policy guidance, Action and Dear Partner Letters, etc.

Similar to the FSA Schools Portal process, you can register to become an IFAP user. As an IFAP registered user, you can customize your IFAP searches. You can also subscribe to receive regular IFAP updates by email.

The IFAP subscription system notifies registered users by email when a new item has been added to the IFAP database. Users have options about what type of update they would like to receive:

- Weekly Summary of all IFAP Additions (default setting)
- Frequently Generated IFAP Additions (within 48 hours)
- Additional Publications by Publication Type (within 48 hours)
- Additional Publications by Program/Service

To become a registered user, access the IFAP home page and click on "Member Services". Then click on "Click Here to Register" and provide the required information. IFAP will email your user ID and password within 24 hours.

**Notes:**

*1. IFAP is located at ifap.ed.gov*

*2. Page 3 of Appendix B has instructions on how to subscribe to IFAP updates.*

**Challenge:**

*How many times a week is IFAP accessed?*

# Information for Financial Aid Professionals Web Site



## URL: ifap.ed.gov

User name and password are required to request and receive electronic updates.

**SFA Assessments**

- Management assessment modules
- Identify ways to improve processes and enhance student services
- Recommended uses
  - To provide new FA leadership with an overview of practices
  - To determine the impact of a new process/system
  - To examine areas of non-compliance
  - To share with other offices

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# SFA Assessments Ensure Program Integrity

The SFA Assessments are management assessment modules developed to help schools assess the policies and practices of their federal student aid programs. While these modules provide a number of benefits, two of the most important ones are:

- Ensuring program compliance (i.e., program integrity)
- Identifying opportunities to improve and enhance student services

Each module includes a self-assessment that is essentially a set of questions about the school's practices on a given topic, such as student eligibility. After completing a module, the results can be assessed to:

- Determine how well your school is following federal financial aid policies and guidelines
- Identify opportunities for improvement
- Determine if your school's policies and practices need to be revised
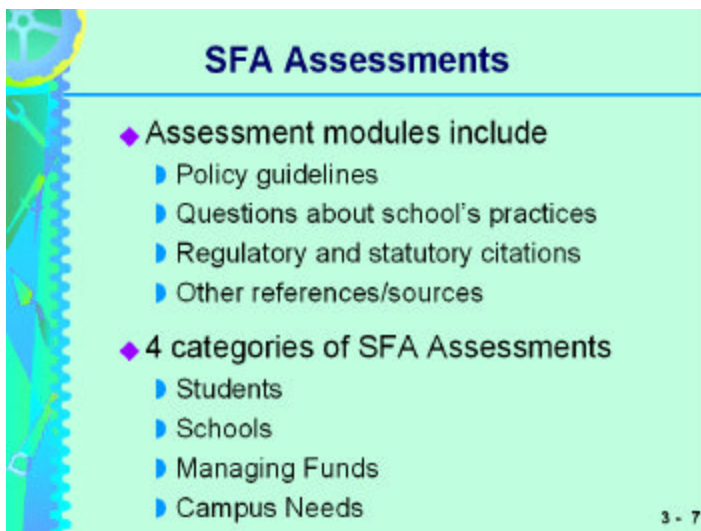
Some examples of uses for the SFA Assessment modules include:

- To provide new financial aid administrative leadership with an overview of the school's practices and policies
- To determine the impact of a newly implemented procedure or system
- To focus on areas of non-compliance identified through an audit, program review, peer review, etc.
- To share with other offices to ensure separation of duties as well as compliance with regulations that impact those particular offices

**Challenge:**

*What other ways could you use the self-assessment modules to ensure or enhance your school's federal student aid program integrity?*

**SFA Assessments**

- Assessment modules include
  - Policy guidelines
  - Questions about school's practices
  - Regulatory and statutory citations
  - Other references/sources
- 4 categories of SFA Assessments
  - Students
  - Schools
  - Managing Funds
  - Campus Needs

3 - 7

# SFA Assessments Ensure Program Integrity

Along with the self-assessment questions, each assessment module also includes:

- Overview/description of the module
- Corresponding policy guidelines
- Corresponding regulatory and statutory citations
- Corresponding references to the Student Financial Aid Handbook
- Management Enhancement Form
- Other FSA references and materials, such as the Recertification web site, the Blue Book and Dear Partner Letters
- Technical assistance resources
- Listing of other related modules
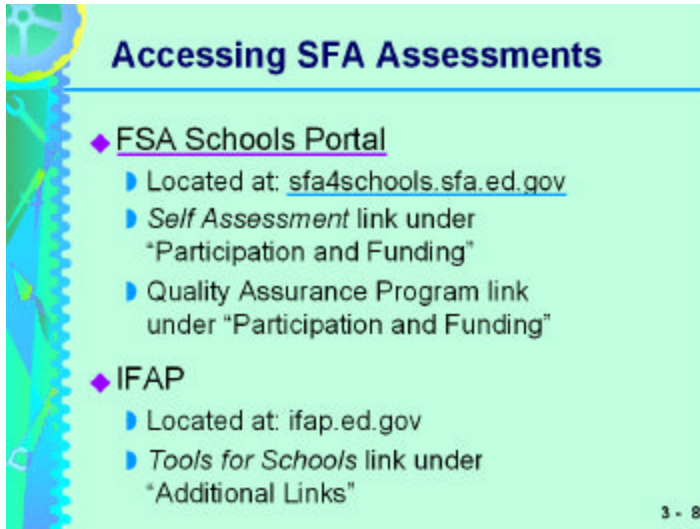
The four categories of SFA Assessments are:

- Students
- Schools
- Managing Funds
- Campus Needs

**Note:**

*The Management Enhancement Form is another tool that helps address and document problems found as a result of completing any of the self-assessments.*

**Accessing SFA Assessments**

◆ FSA Schools Portal
  ▶ Located at: sfa4schools.sfa.ed.gov
  ▶ *Self Assessment* link under "Participation and Funding"
  ▶ Quality Assurance Program link under "Participation and Funding"
◆ IFAP
  ▶ Located at: ifap.ed.gov
  ▶ *Tools for Schools* link under "Additional Links"

3 - 8

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## *Accessing SFA Assessments*

The SFA Assessments were developed in partnership with the Quality Assurance Program staff and Case Management team members. These modules can be accessed via links from the Schools Portal, via a link from the IFAP web site, or directly from the Quality Assurance Program web site. Although the modules are housed on the FSA Quality Assurance Program web site, they are available to *all* schools.

Once at the SFA Assessments site, click the link of the category you want to access, then click the link to a particular module. Some modules are interactive. Interactive modules can be completed online, then the information can be saved for later retrieval, or it can be printed. To save the information online, you will need to enter your school's OPE ID and a password. You can also download all assessment modules as Microsoft Word documents, with the interactive modules in "Tour only" mode.

Some features of the SFA Assessments site include:

- "Contact Us" link that allows you to send an email directly to any of the Regional QA Program Analysts listed

- Link to the "Effective Practices" form that you can complete and submit to share your own institutional practices, procedures, and policies that have worked well (this link is currently under construction, and will be available soon)

FSA anticipates adding more modules and updating the SFA Assessments site annually. Therefore, your feedback about the effectiveness of the modules and your suggestions for improvements and new modules are needed and encouraged.

### **Note:**

*SFA Assessments can be accessed directly from the Quality Assurance Program web site at qaprogram.air.org*

# SFA Assessment Modules

| Category | Module | Interactive | Description |
|---|---|---|---|
| **Students** | Student Eligibility | No | Based on a review of a small sample of student files, evaluates the effectiveness of the financial aid policies and procedures concerning student eligibility (e.g., citizenship, valid Social Security number, enrolled as a regular student in an eligible program, etc.). |
| **Students** | Awarding Aid | No | Based on a review of a small sample of student files, evaluates the effectiveness of the school's Title IV awarding procedures (e.g., Pell Grant eligibility and award amount). |
| **Students** | Satisfactory Academic Progress | Yes | Helps the school determine if its SAP policy complies with federal regulations (e.g., SAP policy is in writing). |
| **Schools** | Institutional Eligibility | No | Evaluates the management procedures regarding Institutional Participation (e.g., approved Program Participation Agreement). |
| **Schools** | Consumer Information | Yes | Assists schools with requirements for consumer information. Includes all applicable requirements and examples of such, followed by questions to review consumer information requirements in place at the school and to determine if these requirements are in compliance with all applicable regulations. |
| **Schools** | Recertification | Yes | Helps the school update its recertification application by providing instructional information and asking for a review of policies and procedures to ensure compliance with all applicable requirements. |
| **Schools** | Change in Ownership | Yes | Helps schools prepare for change in ownership and respond to the specific requirements throughout the process. Includes specific instructions for mergers. |
| **Managing Funds** | General Fiscal Matters | No | Evaluates the effectiveness of the institution's Title IV fiscal procedures. |
| **Managing Funds** | Disbursing Aid | No | Evaluates the effectiveness of the school's Title IV disbursement procedures. |
| **Managing Funds** | Reporting and Reconciling | No | Evaluates the school's management procedures regarding the effectiveness of and compliance with reporting and reconciliation. |

| Category | Module | Interactive | Description |
|---|---|---|---|
| **Managing Funds** | Financial Responsibility and Cash Management | Yes | Assesses all areas related to Financial Responsibility and Cash Management. |
| **Managing Funds** | Return of Title IV Funds | Yes | Ensures that Title IV funds are handled correctly when a recipient of those funds ceases to be enrolled prior to the end of the period of enrollment for which the recipient was charged. |
| **Managing Funds** | Perkins: Due Diligence | No | Evaluates the school's procedures regarding Federal Perkins Loan collections. |
| **Managing Funds** | Perkins: Repayment | No | Evaluates the school's procedures regarding Federal Perkins Loan repayment. |
| **Managing Funds** | Perkins: Cancellation | No | Evaluates the school's procedures regarding Federal Perkins Loan cancellation. |
| **Managing Funds** | Perkins: Forbearance and Deferment | No | Evaluates the school's procedures regarding Federal Perkins Loan forbearance and deferment. |
| **Campus Needs** | Automation | No | Evaluates management procedures regarding compliance with automation. |
| **Campus Needs** | Administrative Capabilities | No | Helps the school determine Title IV and non-Title IV areas where management operations should be assessed. |

# SFA Assessments Web Site



# URL: qaprogram.air.org/SFAAssessment.asp

OPE ID and password are required to use interactive modules.

Skip Nav

**Tools for Schools**
**SFA Assessments**

### Students: Satisfactory Academic Progress

Home

**STUDENTS**
Student Eligibility
Awarding Aid
Satisfactory Academic
Progress

- **Introduction**
- SAP Policy
- Key Policy
  Elements
- Appeals
- Activity #1
  (SAP Not Met)
- Activity #2
  (SAP Met)
- Final Checklist

**SCHOOLS**

**MANAGING FUNDS**

**CAMPUS NEEDS**

QA program

**NOTE** ➤ Download this assessment to your computer ⬇

Do you have a Satisfactory Academic Progress (SAP) Policy that meets the minimum regulatory requirements as outlined in 34 CFR 668.16(e)? Do you apply and monitor your standard? Is your school's SAP policy for students receiving Title IV aid as strict or stricter than the policy used for students who do not receive SFA funds? Is the policy applied consistently to all SFA recipients within identifiable categories of students (such as full-time or part-time, graduate or undergraduate students)?

**Introduction:**

This module is designed to assist your school in determining whether your policy is in compliance with federal regulations, by answering a series of questions related to each requirement. Some of the questions may require you to contact other offices or staff who play an integral part in monitoring SAP. You may find it helpful to locate a copy of your SAP Policy to assist you as you complete this module.

Remember, to be eligible for Title IV aid, a student must be making satisfactory academic progress (SAP) to complete the coursework necessary for the educational credential within a certain timeframe. Each school must have a satisfactory academic progress policy that contains elements specified in the regulations. A school can use satisfactory progress standards set by a state, accrediting agency, or some other organization, as long as those standards meet the requirements outlined in the federal regulations. A school must monitor its Title IV recipients academic progress to ensure that they are meeting the school's satisfactory progress policy standards.

**Reflections for further study:**

34 CFR 668.16(e)

34 CFR 668.32(f)

34 CFR 668.34

2001-2002 SFAH, Student Eligibility, Chapter 1, Pages 1-12 through 1-14

Next ➡

🖨 Print this module

# *Key Learning Points*

Complete the exercises below to check what you learned about the key points presented in this session.

Column B provides descriptions of various features and functions of the FSA Schools Portal. Each term listed at the bottom of the page corresponds to one of the descriptions in Column B. For each description in Column B, write the name of the feature or function in Column A.

| Column A | Column B |
| --- | --- |
| | 1. Contains Reference Library, FAA Access to Student Data, Book Store, Participation & Funding, Conferences & Training. |
| | 2. Displays FSA News and links to other important news items. |
| | 3. Gives user access to a customized version of the FSA Schools Portal. |
| | 4. Allows users to submit feedback and suggestions about the Schools Portal web site by email to the web site manager. |
| | 5. An electronic gateway to a wide variety of FSA resources and links. |
| | 6. Allows user to search the FSA sites and the IFAP database. |
| | 7. Web site that provides customized FSA information updates by email. |
| | 8. A logical combination system that represents relationships using the operators AND, OR and NOT. |
| | 9. Provides user with online help and customer service contact information. |
| | 10. Hyperlinks display events, deadlines, training and NPRMs of interest. |
| | 11. Allows user to filter the web site options so that the screen and links best fit individual needs. |
| | 12. Online listing of frequently asked questions about Schools Portal. |
| | 13. Comprehensive listing of call/service centers supported by FSA. |
| | 14. Allows user to send questions by email directly to the FSA Customer Service Call Center. |
| | 15. Allows user to complete an online request to have an event posted to the calendar. |

**Terms**:

| | | |
| --- | --- | --- |
| Portal Feedback | FSA Search | Calendar Item |
| My FSA | FSA Calendar | FSA Schools Portal |
| FSA Links | Portal Help | Got a Question? |
| FSA Headlines | FAQs | IFAP |
| Boolean | Contacts | Customize |

# *Session 4 — Application Integrity*

## Session 4 Learning Objectives

- Discuss how ED's web-based products help ensure data integrity

- Demonstrate how to orient students on using ED's web-based products

- Discuss how PINs support data integrity

- Identify best practices for using web-based products

4 - 2

# *Tools*

## *Corrections on the Web*

Web-based method of making corrections to data submitted on the FAFSA.

Located at: **fafsa.ed.gov**

PIN is required to access student information.

## *FAFSA on the Web*

Web-based Free Application for Federal Student Aid that allows students to complete their FAFSA application faster and more easily than any other application method.

Located at: **fafsa.ed.gov**

## *FAFSA on the Web Demo*

Demonstration site that offers all the functionality features of the live FAFSA on the Web site. With it, students can try out FAFSA on the Web functions and FAAs can demonstrate its features. Although data can be submitted, the database is cleared nightly because this site is not live.

Located at: **fafsademo.test.ed.gov**

User ID: **eddemo**                 Password: **fafsatest**

## *PIN*

Personal Identification Number that serves as an identifier to allow students and parents to access their personal information in U.S. Department of Education systems. The PIN also can be used to electronically sign the FAFSA and make corrections electronically to data submitted on the FAFSA.

Located at: **pin.ed.gov**

## *Renewal FAFSA on the Web*

Web-based Renewal Free Application for Federal Student Aid.

Located at: **fafsa.ed.gov**

PIN is required to access student information.

# Key Terms

## Central Processing System (CPS)

U.S. Department of Education's application data processing facility. The CPS uses student information from the Free Application for Federal Student Aid (FAFSA) to calculate the student's official Expected Family Contribution (EFC) and to perform matches against certain other databases (e.g. Social Security Administration); creates and transmits to schools the Institutional Student Information Record (ISIR), and sends or emails (if an email address is provided) the Student Aid Report (SAR) to the student.

## eMPN

Web-based (electronic) Master Promissory Note that allows a student to complete and sign an MPN over the web as an alternative to using a paper MPN. Users must have a PIN to initiate the process.

## Federal School Code

Unique code assigned by the U.S. Department of Education to a school participating in the Title IV student financial aid programs and used for data entry processing with the CPS and other systems.

## Master Promissory Note (MPN)

Legal document requiring that a student loan borrower repay the funds borrowed under the Direct Loan Program or under the Federal Family Educational Loan Program. Some students use the MPN to accept one loan. Other students, at schools approved by the U.S. Department of Education, may use the MPN to accept several loans. Use of the MPN form simplifies the loan process by eliminating the need for eligible students to complete a promissory note every year they borrow.

## National Student Loan Data System (NSLDS)

A system for storing comprehensive information about the federal financial aid history of students who receive assistance under Title IV of the Higher Education Act of 1965, as amended. Stores information about loans, grants, students, borrowers, lenders, guaranty agencies (GAs), schools, and loans servicers and provides an integrated view of Title IV loans and grants during all stages of their life cycle from aid approval through disbursement, repayment, delinquency and closure.

Located at: **nsldsfap.ed.gov**

Enrollment as a Student Aid Internet Gateway (SAIG) user required to access this site.

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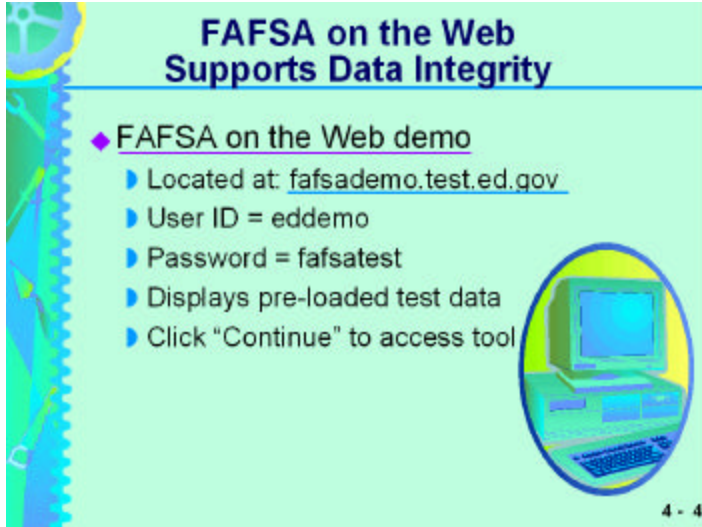
# *Web-Based Products Help Ensure Data Integrity*

- What are the various electronic tools and products provided to students to help them provide accurate data?

- In addition to providing applicant data, what other electronic tools help streamline the financial aid process?

**Notes:**

1. *FAFSA on the Web is located at fafsa.ed.gov*

2. *If the student applicant provides an email address, he or she can receive a response in as little as one day.*

3. *Plans for revising the 2003-2004 paper FAFSA include asking the applicant to provide an email address.*

4. *Direct Loan Entrance Counseling may be accessed via ed.gov/directloan/*

5. *Direct Loan Exit Counseling may be accessed via www.dlssonline.com/*

6. *Direct Loan Master Promissory Note (e-MPN) is located at dlenote.ed.gov*

7. *Most FFEL guaranty agencies and lenders provide comparable online loan entrance and exit counseling services.*

**FAFSA on the Web**
**Supports Data Integrity**

◆ FAFSA on the Web demo
 ▶ Located at: fafsademo.test.ed.gov
 ▶ User ID = eddemo
 ▶ Password = fafsatest
 ▶ Displays pre-loaded test data
 ▶ Click "Continue" to access tool

4 - 4

# *FAFSA on the Web Supports Data Integrity*

FAFSA on the Web is another great tool provided by ED for the benefit of students and the financial aid community alike. In promoting its use to high school guidance counselors, students and parents, financial aid administrators should consider using the FAFSA on the Web demo product, since it allows users to practice using the web-based products available to federal student financial aid applicants. This site offers all the features of the FAFSA on the Web production site.

- Who can use the FAFSA on the Web demo site?

- What FAFSA on the Web functions are available on the demo site?

- Other than demonstrating FAFSA on the Web to new students, what other ways you could use the demo site?

**Notes:**

*1. The FAFSA on the Web demo site is located at fafsademo.test.ed.gov*

*2. Although the FAFSA on the Web demo site is very useful for orienting new students to FAFSA on the Web, its main purpose is to provide FAAs practice access to the various web-based products.*

**Challenge:**

*In what language other than English is FAFSA on the Web available?*

# FAFSA on the Web Demo Site



**CPS** *Web Applications*
**Demo System**

## Welcome to the Department of Education's CPS Web Applications Demo System

This Web site is brought to you as part of the U.S. Department of Education's efforts to make its processing systems available to the financial aid community in a demonstration environment. This will allow users to become familiarized with the CPS Web Applications products available to federal financial aid applicants. This site offers all the functionality features of the production site.

However, 2001-2002 applications are not available on the Demo system. The submitted applications are not processed and the data is deleted daily from the demo server. Processes that depend on historical data such as renewal applications, correction applications, SAR duplicate requests, application status check and electronic signature submittals have been assigned an assortment of preloaded test data. These student IDs and PINs are given **below.**

Printed signature pages include a 'test sample' watermark and should **NOT** be mailed to the processor. The demo signature page is **NOT** accepted or processed. Also, an estimated EFC is **NOT** calculated after an application is submitted. The EFC value is always 99999 for any test case on the fafsademo site.

### Preloaded Test Data

2002 - 2003 Renewal FAFSA on the Web

| Test Case | SSN | Name ID | DOB | PIN | Dependency Model |
|-----------|-----|---------|-----|-----|------------------|
| 1 | 393-04-0005 | DA | 08211980 | 1681 | Dependent |
| 2 | 593-04-0011 | MO | 08211980 | 1271 | Dependent |
| 3 | 200-10-4101 | FI | 05051980 | 1188 | Dependent |

## URL: fafsademo.test.ed.gov/

User name =     eddemo

Password  =     fafsatest

*Tools for Ensuring Program Integrity*

## PINs Support Data Integrity

| Write in what you know about PINS |
|---|
| **PIN uses** | |
| **Eligible PIN users** | |
| **Methods for obtaining PINs** | |
| **PINs and Data Integrity** | |

PINs and Data Integrity

*New* Available electronically

*New* Available to FAAs for both personal and business uses

4 - 6
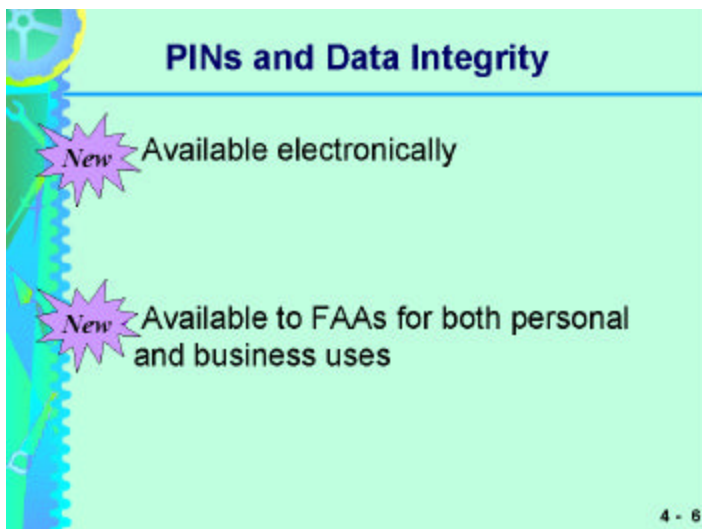
## *PINs and Data Integrity*

As the previous discussion pointed out, you know quite a bit about how PINs support data integrity—how they ensure that the data your school receives belongs to your student applicants. However, did you also know that:

- Financial aid administrators may use their PINs for personal as well as FAA/school use

- PIN applicants who provide an email address are able to receive their PINS online

- PIN applicants can personalize the system-generated PIN

- PIN users can disable—either temporarily or permanently—their PINs to stop web access to ED records

- If a PIN is lost or stolen, the PIN user can request a different PIN

- If a PIN is lost or forgotten, the PIN user can request a duplicate PIN

**Note:**

1. *PIN on the Web is located at pin.ed.gov*

2. *Page 4 of Appendix B contains the steps for requesting a PIN*

## *Web-Based Products Improve Customer Service*

Take a moment to remember the drawing you made at the beginning of the workshop. Everyone had the same big circle, but the contents looked different. In other words, we all operate according to the same rules and regulations (the big circle), but we have a tremendous amount of flexibility in developing our own practices and processes (the circle contents). Let's look at each other's circles and explore other practices.

## 📖 Learning Activity

Instructions:

1. Get together with your small group and select a spokesperson.
2. Share your school's best practices for incorporating web-based products into your financial aid process.
3. Be prepared to share your small group's list of best practices with the entire group.

### *My School's Best Practices*

### *My Group's Best Practices*

# *Key Learning Points*

Complete the exercises below to check what you learned about the key points presented in this session.
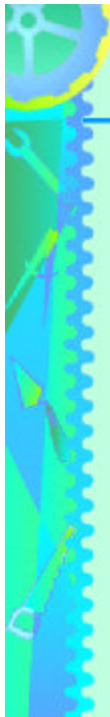
## *True or False*

_____ 1.  Only students can apply for a PIN.

_____ 2.  Only returning students can use FAFSA on the Web.

_____ 3.  Only students who previously applied using FAFSA on the Web can use the Renewal FAFSA on the Web.

_____ 4.  Students and parents of dependent students must have a PIN to make corrections to FAFSA data using Corrections on the Web.

_____ 5.  The eMPN is a web-based Master Promissory Note.

_____ 6.  Only a student's loan history is maintained in the National Student Loan Data System (NSLDS) database.

_____ 7.  Parents of more than one dependent student applicant must have a separate PIN for each application they sign.

## *Fill In the Blanks*

8.  The acronym for Personal Identification Number is _____.

9.  _____ ____ _____ _____ may be used by students to complete their applications for federal student aid faster and more easily than any other application method.

10.  _____ is the ED's central database for student financial aid history.

11.  Most data submitted on the FAFSA can be corrected using _____ ____ ____ _____ if a student has a PIN.

12.  The web-based instrument used by some students to accept one or more loans is called _____.

13.  _____ _____ _____ _____ _____ is a useful tool for orienting new students to using FAFSA on the Web.

# Session 5 Correction Integrity

## Session 5 Learning Objectives

- Name the types of data problems

- Identify some problem comment codes

- Locate and use the correct tools to interpret and resolve rejects and data match problems

5 - 2

# *Tools*

## *2002-2003 EDE Technical Reference*

Electronic Data Exchange (EDE) Technical Reference - Includes reference material for programmers and data processing staff regarding use of both the EDExpress software and the EDconnect software (used for sending and receiving electronic files). Includes information about record layouts, required edits, print assistance, and reject messages that are applicable to electronic federal student financial aid applications, Institutional Student Information Records (ISIRs), electronic corrections, and signature records.

Located at: **sfadownload.ed.gov**

## *2002-2003 ISIR Guide*

Assists financial aid administrators (FAAs) in interpreting student information from an Institutional Student Information Record (ISIR). Also explains codes and flags that appear in the FAA Information section of the ISIR.

Located at: **ifap.ed.gov** (current publications by title)

## *2002-2003 SAR/ISIR Comment Codes and Text*

Companion to the EDE Technical Reference. Also serves as a stand-alone guide in interpreting SAR/ISIR comment codes and text.

Available at: **sfadownload.ed.gov**

## *FAA Access on the Web*

Web-based access provided to financial aid administrators to view student information, make corrections, check batch status and request PINs for students.

Located at: **fafsa.ed.gov/FAA/faa.htm**

PIN required to access student information.

# *Key Terms*

## *Comment Code*

Numeric code that indicates a problem or question about FAFSA data.

## *Comment Code Text*

Comment to the student about the processing results and what action the student must take, if any.

## *Data Assumptions*

Assumption CPS makes when certain FAFSA information provided has determined to be contradictory. For example, if the student reports that he or she is married, and provides two incomes while reporting only one in the household, the CPS assumes two in the household. If the CPS assumption is incorrect, the student can make corrections. The FAA can override selected assumptions when making electronic applications and corrections.

## *Database Matches*

Matches by CPS of FAFSA information with other databases, including the Social Security Administration, Selective Service, Department of Veterans Affairs, Immigration and Naturalization Service and National Student Loan Data System.

## *Data Rejects*

CPS rejects of application data due to the omission of required information or the submission of information in the wrong format. For example, an application not signed by the student will be rejected, as will an application having a numeric field for which the response provided was alphabetic characters (letters). When an application is rejected, no EFC is calculated.

## *Destination Point Administrator (DPA)*

Individual who represents an organization involved in the administration of Title IV student financial aid programs (such as a postsecondary institution, FFEL lender or guaranty agency, third-party servicer, or software provider) and is enrolled on the Student Aid Internet Gateway and assigned a destination point.

## *Expected Family Contribution (EFC)*

A calculation based on a formula established by Congress of how much the student and his or her family can be expected to provide toward the cost of the student's education. Data for the EFC calculation comes from the FAFSA submitted by the student.

## *INS Secondary Confirmation Flag*

Indicator that, after the initial match with the Immigration and Naturalization Service database failed, the CPS sent information to INS a second time to confirm that the FAFSA applicant is an eligible non-citizen.

## *Match Flags*

Alphabetic or numeric codes showing the results of matching the application record with the various databases containing information that can affect eligibility.
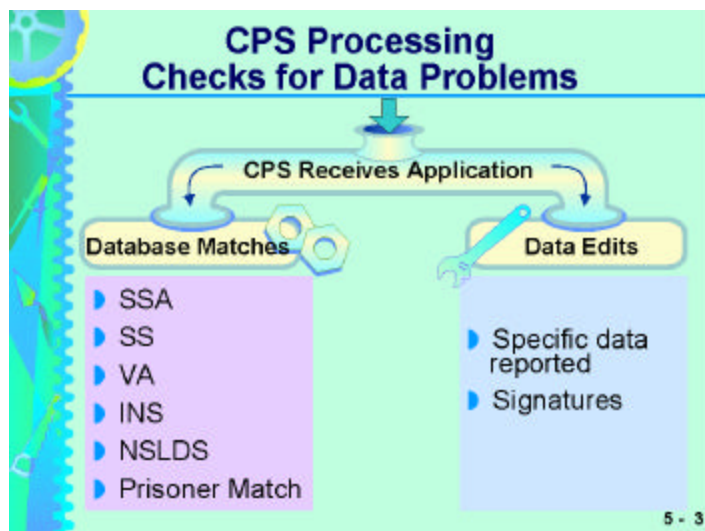
# CPS Processing Checks for Data Problems

As the illustration above shows, once student application data is submitted to the Central Processing System (CPS), two separate data validation processes take place.

The left side illustrates that certain pieces of data, such as name, date of birth, Social Security number, citizenship status, etc., are matched against the databases of specific federal agencies. The purpose of these database matches is to confirm the student's identification and status.
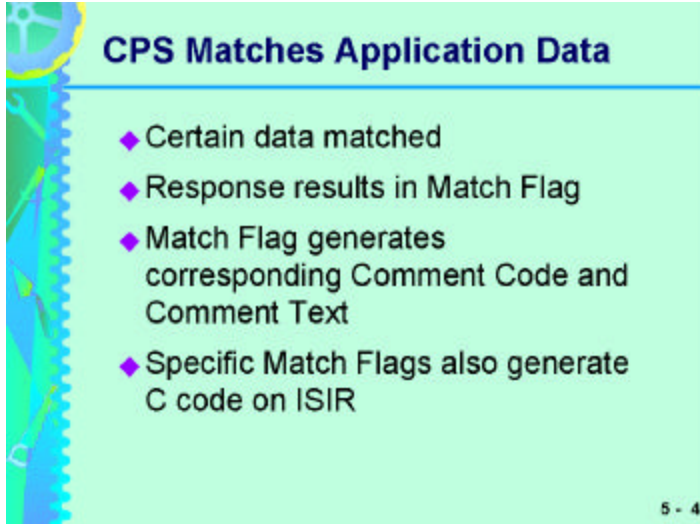
The right side shows that the CPS edits all of the application data reported to make sure it is consistent, complete and valid.

The ISIR the school receives reflects the results of both processes.

**Note:**

*The Prisoner match against the Social Security Administration database currently is not working.*

**CPS Matches Application Data**

- Certain data matched
- Response results in Match Flag
- Match Flag generates corresponding Comment Code and Comment Text
- Specific Match Flags also generate C code on ISIR

5 - 4

## CPS Matches Application Data

Once the student application data is matched against the database of a particular agency, the agency returns a response to the CPS, which results in a specific match flag. The match flag generates the corresponding comment code and comment text.

The comment code is provided on the ISIR. In addition, certain match comments also generate the C code that is displayed next to the EFC on the SAR and printed ISIR.

**Note:**

*Appendix D of this workbook is a learning aid that contains all ISIR comment codes, comment text, match flags and reject codes.*

**Challenges:**

1. *Does each match flag correspond to a specific database or agency?*

2. *What is the significance of a C code?*

**CPS Edits Application Data**

Data checked to make sure it is
complete, consistent, and valid

◆ Assumptions and Highlights

◆ Rejects
  ▶ Non-verifiable
  ▶ Verifiable

5 - 5
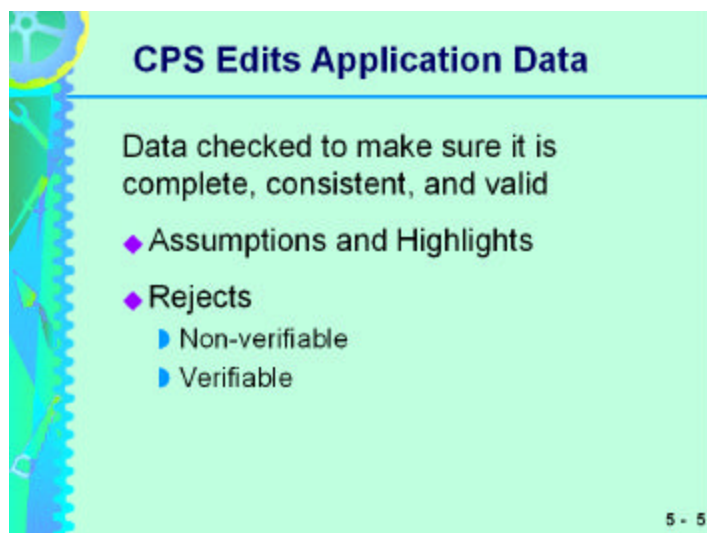
# CPS Edits Application Data

The CPS edits the student application data to make sure the data is complete, consistent and valid. Problems with data result in assumptions and highlights and/or rejects—issues separate from database match problems.

## Assumptions and Highlights

In some instances, when applicants omit certain information or report specific data that seems inconsistent, the CPS assumes what the correct value should be and uses it to calculate the EFC. Assumed values are highlighted on the ISIR the school receives and on the Student Aid Report the student receives.

Both the student and the school need to pay careful attention to this information. If the assumed data is incorrect, the student can make the necessary corrections. Or the FAA can override certain assumptions on electronic applications and corrections.

## Rejects

In other instances, the application is rejected because of a conflict—for example, the student answered that he or she is not married but provides financial information for a spouse. The CPS does not calculate an EFC, since key financial information is conflicting or missing. Again, both the student and the school need to need to pay careful attention to this information so that the appropriate action can be taken to resolve the reject.

The two types of rejects are: (1) non-verifiable and (2) verifiable. If a reject is verifiable, the information may be correct but must be verified by the student via a correction. Or the FAA can override specific verifiable rejects on electronic applications or electronic corrections.

**Challenges:**

*1. Who is responsible for resolving a rejected SAR?*

*2. How are assumptions, highlights and corrections indicated on the ISIR?*

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## *Identifying and Resolving Data Issues*

Chances are, some of your students probably have various application data issues or problems that need to be resolved. The next exercise provides a good review of identifying and resolving some of the most common problems. While completing this activity, think about how the information impacts the award that the student receives.

## &#x1F4D6; Learning Activity

Instructions:

1. Break into your small group and select a spokesperson.

2. Each group is assigned a student case study.

3. Work as a group to complete the ISIR Comment Code Grid for your assigned student. Review the group of ISIR comment codes and identify those that represent data issues that need to be reviewed and perhaps resolved.

4. For each problem comment code identified, fill in the appropriate columns in the grid.

5. In addition, be prepared to discuss how this information impacts student award integrity.

6. If you finish before time is called, continue completing the grid for the other students.

| "Code" = Comment Code | | | | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
|---|---|---|---|---|---|---|
| Pierre Colnot<br>ISIR Comment Code = 006, 057, 109, 138, 170 | | | | | | |
| Code | M | C | R | Issue | Resolution | |
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| "Code" = Comment Code | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
|---|---|---|---|

**Phoebie Smythe**
ISIR Comment Code = 006, 060, 062, 118, 159

| Code | M | C | R | Issue | Resolution |
|---|---|---|---|---|---|
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**Chandler Bingo**
ISIR Comment Code = 006, 040, 108, 129, 162

| Code | M | C | R | Issue | Resolution |
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**Rachel Greenburg**
ISIR Comment Code = 006, 112, 118, 124, 132, 178, 236

| Code | M | C | R | Issue | Resolution |
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**Joseph Trippianni**
ISIR Comment Code = 006, 030, 041, 053, 112, 133

| Code | M | C | R | Issue | Resolution |
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## *Tools/Resources and Their Locations*

| Tool/Resource | How to Access | | |
|---|---|---|---|
| | Schools Portal | IFAP | SFAdownload |
| **ISIR Guide**-Assists schools in interpreting all ISIR information, including data rejects and data matches.<br>Appendix A: Reject Codes<br>Appendix B: Database Matches and Match Flags | ✓ | ✓ | ✓ |
| **Student Financial Assistance Handbook**-Provides guidance on how to resolve certain data match problems. | ✓ | ✓ | |
| **EDE Technical Reference**-Provides programmer specifications and record layouts needed for software systems that interface with the CPS along with other information. | ✓ | ✓ | ✓ |
| **2002-2003 SAR/ISIR Comment Codes and Text**- Provides information on comment codes and text, ISIRs, SARs and Acknowledgment Comments. Can be used either as a stand-alone guide or companion to the EDE Technical Reference. | ✓ | ✓ | ✓ |
| **EDExpress**-PC software package for electronically submitting applications and corrections to the CPS, as well as managing and administering the delivery of student financial aid information. Provided free of charge by the Department of Education. | ✓ | ✓ | ✓ |
| **EDExpress Application Processing Desk Reference**-Includes the general procedures for using the App Express module in the EDExpress software to view and update ISIR information. | ✓ | ✓ | ✓ |
| **Sources of Assistance for Schools**-Combines all contacts previously found in the technical references and desk references published by the Department; includes frequently called phone numbers, e-mail addresses, web addresses, etc. | ✓ | ✓ | ✓ |
| **FAA Access on the Web**-Provides schools access to student data via the web. | ✓ | ✓ | |

**FAA Access on the Web**

- View students' SAR data
- Check status of batches
- Request that PINs be sent to students
- Request a duplicate print of a Renewal Application
- *New* Enter application/correction data
- *New* Restore a saved application

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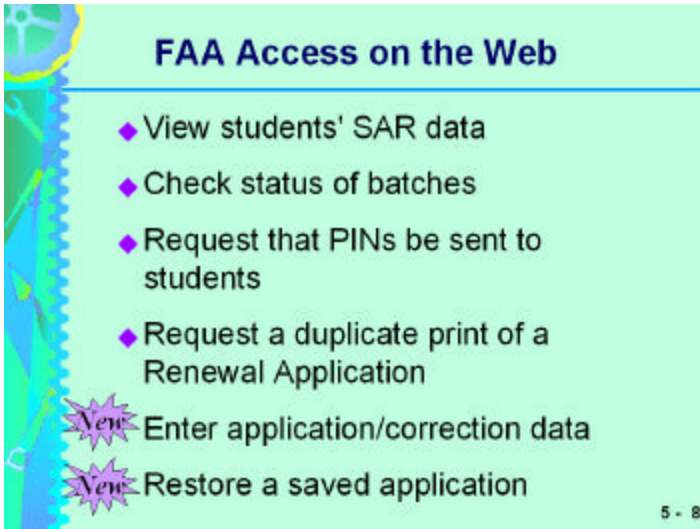
# *FAA Access on the Web*

FAA Access on the Web has been available since May 2001. Since that time, several enhancements have been made to the web site. FAA Access on the Web allows financial aid administrators to:

- View students' SAR data, including:
  - Expected Family Contribution (EFC)
  - NSLDS information
  - SAR comments
  - FAA information, including results from data matches and verification selection flags
- Check the status of batches submitted by the school to CPS for processing
  - View sorted by: Federal School Code
  - View sorted by: ISIR Type/Batch Type
- Submit PIN requests to have PINs sent to students instead of paper Renewal FAFSAs
- Enter student application data, including override codes
- Correct student application data, including override codes
- Access a partially saved FAFSA that has been started by the FAA
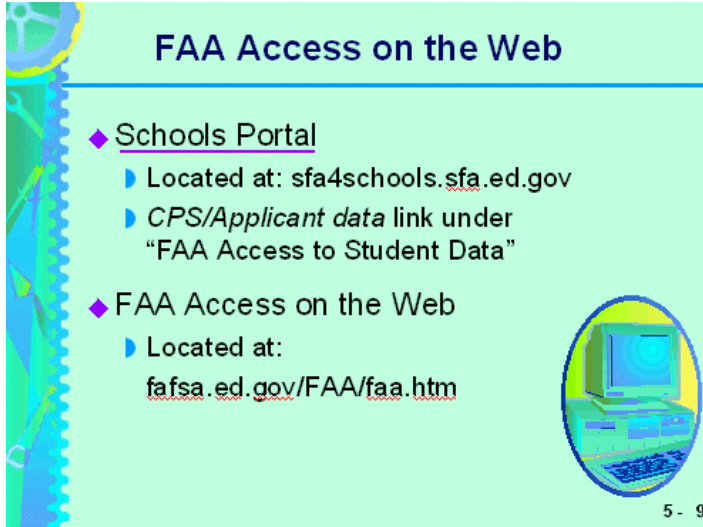
To gain access to the site, a user must have a Department of Education PIN, and the user's school must be enrolled with the Student Aid Internet Gateway (SAIG).

Each school enrolled with the SAIG has one designated destination point administrator (DPA), and its DPA already should have received a PIN mailer indicating the PIN to use to gain access to the site. DPAs can enroll additional users and designate the functions each user can access.

**Note:**

*Refer to pages 6 through 8 of Appendix B for learning aids that list both the steps for accessing FAA Access on the Web and the steps for enrolling additional FAA users.*

FAA Access on the Web

**Schools Portal**
- Located at: sfa4schools.sfa.ed.gov
- *CPS/Applicant data* link under "FAA Access to Student Data"

**FAA Access on the Web**
- Located at: fafsa.ed.gov/FAA/faa.htm

5 - 9

# *FAA Access on the Web*

Like most other tools and resources provided by the Department, FAA Access on the Web can be accessed several ways:

- Via the Schools Portal at sfa4schools.sfa.ed.gov

- From the main site at fafsa.ed.gov/FAA/faa.htm

Remember, user access can be provided to all or just some of the services available via FAA Access on the Web.

**Note:**

*Refer to **ifap.ed.gov** for a recent action letter that provides detailed information about enhancements to the FAA Access on the Web site, including Web Chat Help.*

**Challenge:**

*What is the URL of the web site where FAAs can apply for PINs?*

# FAA Access on the Web
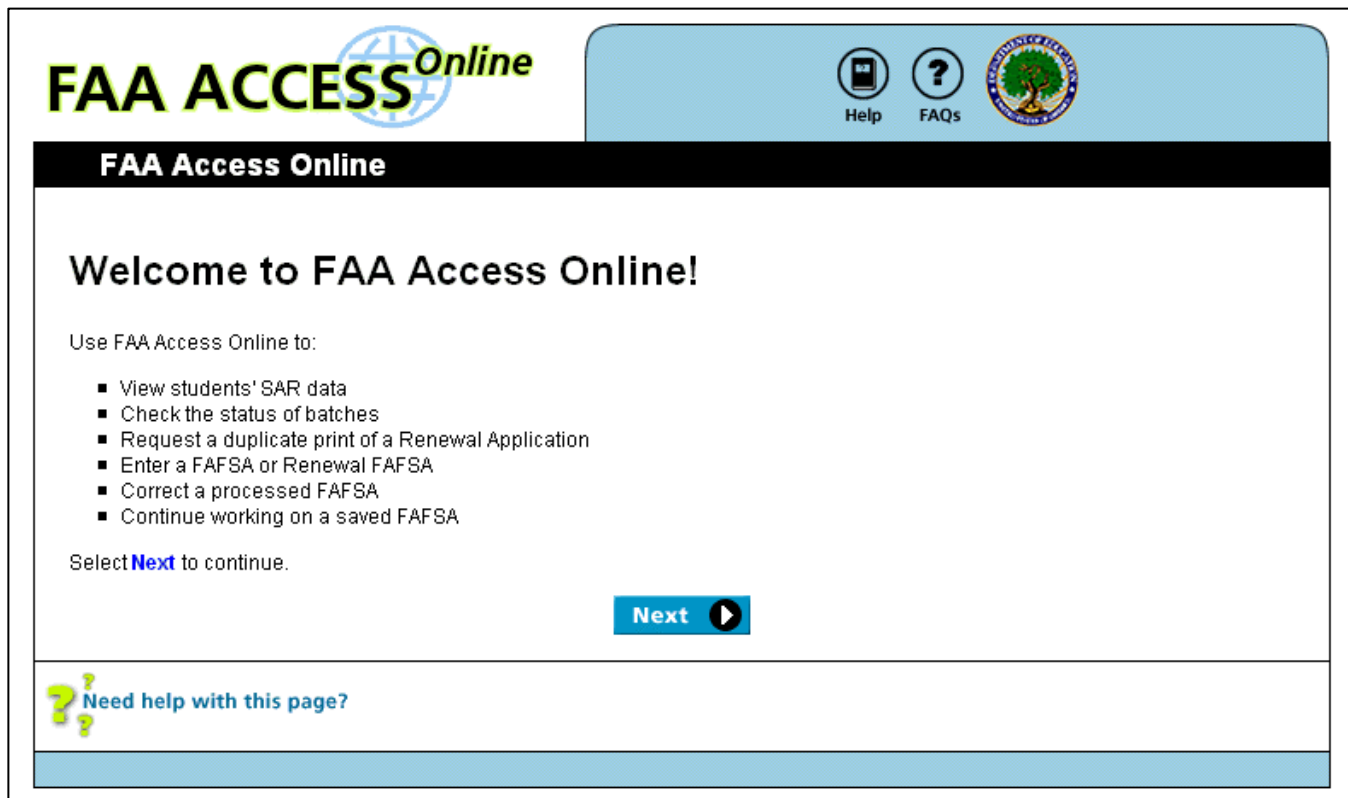


## URL: fafsa.ed.gov/FAA/faa.htm

PIN is required to access student information.

# Key Learning Points

The exercise below is designed to guide your learning throughout this session. Remove the page and try to answer all of the questions about these key learning points.

## Fill In the Blanks

1. Identify the database against which FAFSA information is matched to determine the FAFSA applicant's eligibility for federal student financial aid:

   a. To verify that the name, date of birth and Social Security number are correct, each applicant is matched against the _____ database.

   b. The federal student financial aid history of each applicant is retrieved from the _____ database.

   c. The _____ database is matched to determine the eligibility of students who are not U.S. citizens.

   d. The _____ database is matched for male applicants (18 years or older).

   e. The _____database is matched for veterans status.

2. CPS edits of FAFSA data may trigger a number of different reject codes, all of which result in

   _____. Resolution *is required* to disburse aid.

3. Sometimes when paper FAFSA applicants report data that seems inconsistent, edits performed

   by the CPS trigger _____, which replace data the applicant reported

   with other data that seems to be more consistent.

4. FAA Access on the Web gives you easy access to student data so that you can view the student's

   SAR data, check the status of batches submitted for processing, make _____ to the

   application, and request that a _____ be sent to the student.

## Yes or No?

5. The destination point administrator (DPA) at each school has received a PIN giving them access to FAA Access on the Web.

   _____ a. Can this PIN be used to sign a FAFSA for themselves or their child?

   _____ b. Can other staff members also receive a PIN?

*Tools for Ensuring Program Integrity*

# *Session 6 — Student Award Integrity*

## Session 6 Learning Objectives

◆ Discuss impact of NSLDS Transfer Monitoring on program integrity

◆ Describe set-up for NSLDS Transfer Monitoring

◆ Outline steps to NSLDS Transfer Monitoring process

6 - 2

## Session 6 Learning Objectives

◆ Discuss impact of verification on program integrity

◆ List verification requirements and acceptable documentation

◆ Identify issues related to institutional verification policies

◆ Identify verification tools and resources

6 - 3

# *Tools*

## *EDExpress Verification Worksheet*

Tool within the EDExpress software for comparing ISIR data with data a federal student financial aid applicant provides on verification documents, such as federal tax returns or Federal Verification Worksheets. Displays the differences between these two sources of information so that the FAA can tell if the differences are within the tolerance level. EDExpress users can also update both the student and parent ISIR information to submit ISIR corrections to the CPS.

Available for download at: **sfadownload.ed.gov**

## *Federal Verification Worksheets*

Forms designed to assist schools in confirming the accuracy of information reported on the Free Application for Federal Student Aid (FAFSA).

Available for download at: **ifap.ed.gov/vgworksheets/0203VWkSheets.html**

## *National Student Loan Data System (NSLDS)*

A system for storing comprehensive information about the federal financial aid history of students who receive assistance under Title IV of the Higher Education act of 1965, as amended. Stores information about loans, grants, students, borrowers, lenders, guaranty agencies (GAs), schools, and loan servicers and provides an integrated view of Title IV loans and grants during all stages of their life cycles from aid approval through disbursement, repayment, delinquency and closure.

Located at: **nsldsfap.ed.gov**

Enrollment as a Student Aid Internet Gateway (SAIG) user is required to access this site.

## *Quality Analysis Tool for Verification*

Software to help schools analyze FAFSA application information reported on the ISIR. The data is used to determine the impact that changes to student-reported information had on EFC and Pell eligibility.

Available for download at: **sfadownload.ed.gov**

## *Student Aid Internet Gateway (SAIG)*

Web-based system for providing Title IV-eligible postsecondary institutions, third-party servicers, state agencies, lenders and guarantors a secure exchange of Title IV data with the FSA Application Systems. The SAIG replaces what was formerly known as the Title IV WAN. Organizations enroll individuals as destination point administrators (DPAs), who are assigned destination points (electronic mailboxes) to receive and transmit data for various Title IV student aid program systems, such as NSLDS, Direct Loan and CPS.

Enrollment in the SAIG available at: **sfawebenroll.ed.gov**

# Key Terms

## Alert Notification Message

NSLDS generated email message informing the school that there is new Alert information that may impact a student's eligibility to be reviewed on NSLDS. The school then accesses the student's updated financial aid history information on the NSLDS database.

## Financial Aid Transcript (FAT)

Document that assists the school in determining whether an applicant for Title IV aid has previously attended other schools, a step toward determining an applicant's eligibility. In prior years, this was a paper document exchange between schools. This function is now available through NSLDS.

## Mid-Year Transfer

Student who transfers from one school to another during the same award year (July 1 to June 30).

## NSLDS Transfer Monitoring Process

Process using the NSLDS database to acquire information about mid-year transfer students. Consists of four interrelated steps: Inform, Monitor, Alert, and Review.

## School Transfer Profile

School-provided information on NSLDS that designates the school's contact, specifies an email address where Alert Notification Messages will be sent, and displays the options for Inform and Alert features.

## Verification

Process of confirming the accuracy of statements made by an applicant on the Free Application for Federal Student Aid (FAFSA).

## Verification Tolerance

Acceptable limit for minor monetary errors that are detected through the process of verifying a student's FAFSA data and that do not significantly affect the student's eligibility. The tolerance limit is $400 and applies to the net difference between: (a) the sum of applicant-reported (incorrect) AGI, plus untaxed income, less U.S. income tax paid and (b) the sum of the verified (correct) AGI, plus untaxed income, less the verified U.S. income tax paid. If the difference between the incorrect total and the verified total is $400 or less (and there are only dollar amount errors), the errors are within tolerance and recalculation of the EFC is not required.

**NSLDS Transfer Monitoring**

♦ Tracks mid-year transfer students
 ▶ Effective 7/1/2001

♦ 4 interrelated processes
 ▶ Inform - school informs NSLDS
 ▶ Monitor - NSDLS monitors
 ▶ Alert - NSLDS alerts school
 ▶ Review - School reviews changes

♦ School must set up School Transfer Profile in NSLDS

6 - 4

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# *NSLDS Transfer Monitoring*

Effective July 1, 2001, new rules went into effect that officially eliminated the requirement that schools must respond to requests by other schools for paper financial aid transcripts (FATs). Instead, schools may rely on information provided by the National Student Loan Data System (NSLDS) in determining financial aid eligibility for their students.

For mid-year transfer students, however, schools must follow the newly implemented NSLDS Transfer Monitoring Process, as outlined in GEN-01-09.

This process, the result of much input and feedback from the financial aid community, consists of four interrelated processes:

1. _____

2. _____

3. _____

4. _____

**Note:**
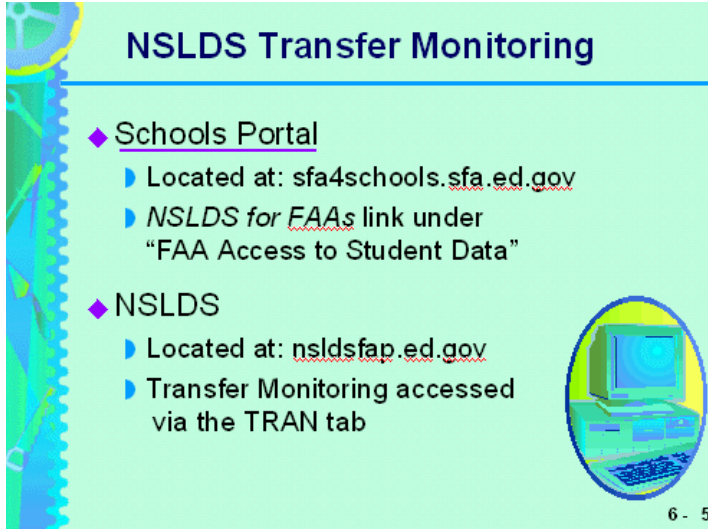
*Refer to GEN-01-09 for more information on the NSLDS Transfer Monitoring Process.*

**Challenge:**

*Where does the financial aid history information NSLDS provides to schools come from?*

## NSLDS Transfer Monitoring

Anyone at your school may have access to the NSLDS site. However, all users must enroll via the Student Aid Internet Gateway (SAIG) at sfawebenroll.ed.gov to obtain a user ID and password.

Remember that, in addition to monitoring the financial aid activity of mid-year transfer students, NSLDS performs a number of other important support functions:

- Prescreening for Title IV Aid Eligibility

- Postscreening for Title IV Aid Eligibility

- Aid Overpayment

- Cohort Default Rate Calculations

- Enrollment Reporting

- Preparation of Financial Aid Transcript (FAT) Information

- Audit and Program Review Planning

- Research Studies and Policy Development

- Budget Analysis and Development

- Loan Transfer Tracking

- Monitoring GA and Lender Billings for Reasonability

- Assessment of FFELP, FDLP, and Other Program Administration

- Borrower Tracking

- Refund/Cancellation Support

After getting access to the NSLDS site, the first step to getting your school ready for transfer monitoring is to set up the School Transfer Profile, which

- Designates the school's contact and specifies an email address where Alert notification messages will be sent
- Indicates the school's options for both the "Inform" and "Alert" features

**Note:**

*NSLDS Transfer Monitoring can be accessed at nsldsfap.ed.gov*

# NSLDS

## *Inform*

The school *informs* NSLDS of mid-year transfers by adding students to the Monitoring List. The information required to add a student to the Monitoring List includes:

- First and last name

- Social Security number (SSN)

- Date of birth

- Enrollment Begin Date (date which student is expected to or did begin classes)

- Monitor Begin Date (date which NSLDS is to begin monitoring the student)

Once added to the Monitoring List, a student should be removed from the list *only* if added in error or if the student ends up not transferring to the school.

## *Monitor*

NSLDS *monitors* the students on a school's Monitoring List for relevant changes in the students' financial aid history since the last ISIR or alert received by the school.

Monitoring continues for a period of 90 days from the student's Enrollment Begin Date, after which point the student's name drops off of the Monitoring List.

## *Alert*

If relevant changes to the student's financial aid history might impact the student's eligibility for Title IV aid, NSLDS sends the school an *alert* email message and provides the information according to the Alert method the school designated in its School Transfer Profile.

## *Review*

The final step is for the school to *review* any new information provided via the alert message to determine whether that information impacts the student's Title IV aid eligibility.

After waiting for a period of seven (7) days from the date the school informed NSLDS of the student, the school can make Title IV aid disbursements to the student. Should an alert come after a disbursement is made, the school must determine

- Whether the updated information affects the student's eligibility for that disbursement or any subsequent disbursements

- Whether corrective action needs to be taken

**Note:**

*Pages 9 -13 of Appendix B include learning aids that outline the steps for enrolling in NSLDS, adding a student to the Monitoring List, setting up the School Transfer Profile and adding Organizational Contacts.*

**Verification Impacts Program Integrity**

Verification ensures that:

- ◆ Federal Student Aid programs are managed effectively
- ◆ Fraud and waste of federal tax dollars are minimized
- ◆ Right dollars go to the right students
- ◆ Public and congressional support continues

6 - 6

# *Verification Impacts Program Integrity*

As you know, students commonly make significant errors when reporting their application information. These errors often result in federal financial aid being overawarded to some students and underawarded to others. Verification helps ensure that federal student financial aid, particularly the Pell Grant, is awarded to the right students in accurate amounts.

**Note:**

*The recent changes made to the verification selection criteria by ED do not change the procedures schools must follow when verifying applicant data.*

**School's Verification Policy Requirements**

◆ Written Policies
  ▸ Student deadlines
  ▸ How students are notified about award changes
  ▸ How students make corrections
  ▸ How overpayments are referred

◆ Notice to Students
  ▸ Documentation requirements
  ▸ Student responsibilities
  ▸ Notification methods

6 - 7

# *School's Verification Policy Requirements*

Although schools must meet certain requirements when verifying applicant data, they do have flexibility in developing institutional verification policies and procedures. At a minimum, institutional verification policies must address and specify:

- Deadlines for students to submit documentation and consequences of the failure to do so

- Method of notifying students of award changes resulting from verification

- Required correction procedures for students

- Standard procedures for referring overpayment cases to the Department

In addition, your verification procedures must include providing students with specific information in writing:

- Documentation needed to satisfy verification requirements

- Explanation of the student's responsibilities, including deadlines, consequences and correction procedures

- Method and time frame your school uses to notify a student if the award changes as a result of verification

**Challenge:**

*How is your school's verification policy tied to program integrity?*

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# *School's Verification Policy Requirements*

Read the scenario below. Then, as a group, we'll complete the exercise.

## *Scenario 1*

FSA University wants to be sure that its corresponding written policies and procedures concerning verification meet the requirements set forth by ED. To help in this task, you and a co-worker have started a checklist. Double-check the checklist and put a checkmark next to each item that should be included in your school's verification policies and procedures.

_____ 1. Deadlines for students to submit verification documentation and the consequences if the deadlines are not met

_____ 2. Definition of a student athlete

_____ 3. Method of notifying students of award changes due to verification

_____ 4. Documentation required for verification

_____ 5. Required procedures for requesting a housing deposit refund

_____ 6. Standard procedures for referring overpayments to the Department

_____ 7. Student responsibilities, including deadlines, consequences for missing deadlines, and correction procedures

_____ 8. Deposits required of incoming freshmen

_____ 9. Required correction procedures for students

_____ 10. Definition of non-satisfactory academic progress

_____ 11. Notification methods for award changes and timeframe for such notification

_____ 12. Telephone number and address of the local fire department

**School's Verification Policy Requirements**

Each school

◆ Must verify applicants selected by CPS, but can cap at 30% of total applicants

◆ Must develop its own policy to determine the applications that constitute 30% of the total

◆ Has flexibility in defining the total number of FAFSA applicants

6 - 9

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# *School's Verification Policy Requirements*

Generally, schools must verify all federal student aid applications selected for verification by the CPS. However, there is a limit to the number of applications schools are required to verify. Schools are not required to verify more than 30% of their total applicants (though they are required to develop a policy for determining the applicants that make up the 30%).

At the same time, schools are not required to verify more applications than the CPS selected, even if the number selected is less than 30% of the schools' total applicants. In those cases, schools must verify all selected applicants.

Although schools do have the option of capping the number they verify at 30%, ED encourages schools to do more. Verifying all the applicants selected by CPS helps to ensure student award integrity by making certain that the amount of federal aid awarded to students is accurate.

**Notes:**

*1. The approximately 140 schools that participate in the Quality Assurance Program are exempt from certain requirements and may design their own verification procedures. Their emphasis is not on doing more or less than other schools, but rather on developing a more effective and efficient verification process.*

*2. Remember, compliance is a requirement; however, quality is a choice.*

**Challenge:**

*Do you know your school's policy regarding the percentage of federal student aid applicants that will be verified each award year? If so, what is it?*

School's Verification
Policy Requirements

Scenario 2

6 -10

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# Verification Requirements

Read the directions below. Then, as a group, we'll complete the exercise.

## Scenario 2

Review the following definitions for "applicant" and "total applicants." Place a check mark in front of each one that is acceptable.

_____ 1.  Applicant - Student who applies for federal student aid

_____ 2.  Applicant - Student who is eligible to receive an award from the programs

_____ 3.  Applicant - Early FAFSA filer

_____ 4.  Applicant - Student who applies for federal student aid and enrolls

_____ 5.  Total Applicants - Total number of applications received by the school's priority deadline

_____ 6.  Total Applicants - Total number of applications received from enrolled students

_____ 7.  Total Applicants - Total number of applications received from students who are eligible to receive an award

_____ 8.  Total Applicants - Total number of applications received

**Note:**

*To help ensure that the federal student aid is going to the neediest of students, financial aid administrators are encouraged to consider verifying 100% of their applications selected for verification.*

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## *Verification Requirements*

Read the directions below. Then, as a group, we'll complete the exercise.

### *Scenario 3*

Based on ED's 30% verification limit option, calculate both the minimum number of applicants each school must verify to satisfy ED's requirement, as well as the total number of applicants each school must verify to meet their own institutional verification policies. Notice that, based on their individual institutional policies, some schools must verify more applications than were selected by the CPS.

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|---|---|---|---|---|---|
| **Institutional Verification Policies** | | | | | |
| School | School's definition of total applicants | 30% of total applicants | Selected by CPS | Minimum # to verify to meet ED requirement | Total # to verify |
| A | 5,000 | 1,500 | 2,250 (45%) | | |
| School A's policy is to verify 100% of the applicants selected by CPS | | | | | |
| B | 7,500 | 2,250 | 2,250 (30%) | | |
| School B's policy is to verify 50% of all applicants | | | | | |
| C | 2,600 | 780 | 520 (20%) | | |
| School C's policy is to verify 100% of all applicants | | | | | |
| D | 11,500 | 3,450 | 1,725 (15%) | | |
| School D's policy is to verify the minimum number required by ED | | | | | |
| E | 1,000 | 300 | 300 (30%) | | |
| School E's policy is to verify 100% of all applicants | | | | | |

**Required Verification Items**

- Household size
- Number enrolled
- AGI and federal income taxes paid
- Untaxed income and benefits

6 -12
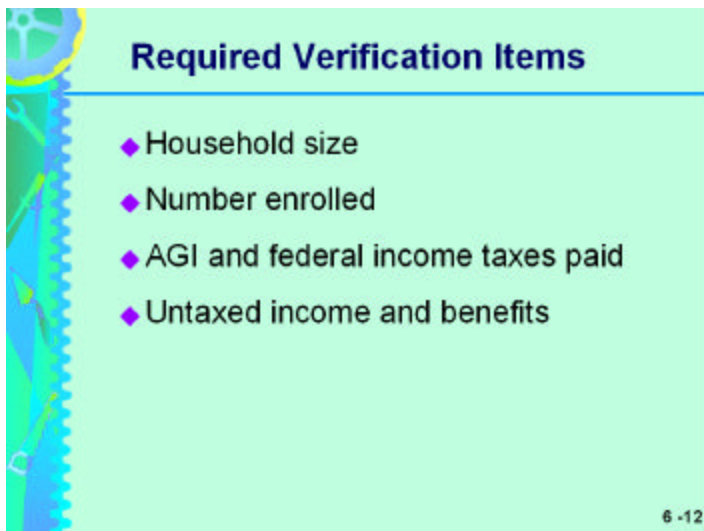
## *Required Verification Items*

The chart on the following two pages lists the five major data elements on the federal student aid application that must be verified when an applicant is selected by the CPS for verification:

1. Household size

2. Number enrolled in college

3. Adjusted gross income (AGI)

4. U.S. income tax paid

5. Certain untaxed income and benefits

It also lists the documentation that is acceptable for verifying each particular data element.

**Note:**

*Don't forget: A school always has the option of selecting more applicants for verification that the CPS selected. For those additional applications the school selects, the school decides which data elements to verify.*

# Required Verification Items and Acceptable Documentation

| Required Verification Items | Acceptable Documentation |
|---|---|
| **Household size** | • Verification worksheet or other signed statement listing the names and age of each family member and the relationship to the applicant |
| **Number enrolled in college** | • Verification worksheet<br><br>• Other signed statement listing the name, age and institution of each family member who is or will be attending a postsecondary institution on at least a half-time basis during the award year, or<br><br>• Institutional certification |
| **Adjusted Gross Income (AGI) and U.S. income tax paid** | • Non-tax filers: Signed verification worksheet or other signed statement certifying that the applicant and/or parent/spouse has not nor is required to file, along with the sources and amounts of income<br>  − If a copy of the tax return is not available, school may require the individual to submit a copy of an IRS form that lists tax account information, such as IRS Form 4506<br><br>• Tax filers: U.S. income tax return signed by the tax payer (or signed by one tax payer if a joint return)<br>  − Forms 1040, 1040A or 1040 EZ<br>  − Can accept copy of the original signed return via photocopy, fax, digital image<br>    • If copy of original didn't include signature, filer must provide an original signature on the copy<br>  − Can accept form that has been completed to duplicate original and that has been signed by the filer<br>  − Can accept paper return with tax preparer's name and SSN or EIN number stamped, typed or printed on the return<br>  − For forms filed electronically, can accept printed copies of the forms that are signed by the filer<br>    • Cannot use Form 8453 because it doesn't include enough information<br>  − For returns filed by telephone (TeleFile), TeleFile Tax Record is acceptable, but must contain the filer's 10-digit IRS confirmation number in Line N and must be signed by the filer |

| Required Verification Items | Acceptable Documentation |
|---|---|
| | − Have the option of requesting additional documentation, such as IRS Form W2 <br><br> • Joint tax filers where the parents of the dependent applicant are divorced or separated or one of the parents is deceased or where the independent applicant is separated or divorced or the spouse is deceased may submit IRS Form W-2 |
| **Untaxed income and benefits: Child support** | • Verification worksheet or <br> • Other appropriately signed statement certifying the amount of child support received <br><br> − If school has reason to believe information provided is inaccurate, applicant must verify the amount reported by providing <br><br> • Copy of separation or divorce degree showing the amount <br> • Statement from the parent who provides the child support indicating the amount provided <br> • Copies of the child support checks or money orders |
| **Untaxed income and benefits: Social Security benefits** | Needed when there is a reason to believe benefits were not reported or were reported incorrectly <br><br> • Verification worksheet <br> • Documentation from Social Security Administration showing the amounts of benefits received for the appropriate individuals listed, or <br> • Other appropriately signed statement certifying the amount listed on the FAFSA is correct |
| **Untaxed income and benefits: IRA or Keogh deductions** | • Signed U.S. income tax return |
| **Untaxed income and benefits: Interest on tax free bonds** | • Signed U.S. income tax return |
| **Untaxed income and benefits: Foreign income exclusion** | • Signed IRS Forms 2555 or 2555EZ |
| **Untaxed income and benefits: Earned income credit** | • Signed U.S. income tax return |

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# *Required Verification Items & Acceptable Documentation*

## 📖 Learning Activity

Instructions:

1. Get together with your small group and select a spokesperson.
2. Read each of the scenarios (4 - 6) that follow, along with the corresponding questions.
3. Discuss the scenarios and work together as a group to answer the questions.

### *Scenario 4*

Mary O'Connell, an incoming 18-year-old freshman, is very adept at using her PC to conduct her personal business. As soon as she got your request for verification documentation, she started gathering the information; she didn't wait for her parents to return from their vacation. She downloaded a copy of the 2002-2003 Independent Verification Worksheet from your web site, signed it, scanned it, and forwarded it to the financial aid office via an email attachment. She also attached scanned copies of her signed 2001 state income tax return along with her parents' signed 2000 federal income tax return. Wanting to be thorough, she went through her dad's file cabinet to see what other documentation she could scrounge up. She found a copy of her 2001 W-2, as well as her mom's, so she scanned and emailed those documents, too.

1. Are scanned copies of verification worksheets and federal income tax returns acceptable documentation?


2. Based on the documents Mary emailed, what, if anything do you still need to complete verification?


3. Although your institutional verification policy does not require the submission of W-2's, must you ask for her dad's, now that you have hers and her mom's?

## *Scenario 5*

Based on her age, Patty Bouvier is an independent applicant whose application was selected for verification. As you requested, she submitted a signed verification worksheet indicating she is unmarried and a signed copy of her 2001 federal income tax return.

When she filed her application on February 8, 2002, she indicated she was unmarried with a household size of one and reported income and AGI only for herself. However, the signed 2001 federal income tax return she submitted was filed jointly with Simon LeGre, her husband. After talking with Patty, you find out that she and Simon lived together until February 28, when they became legally separated. She confided that she decided to report "unmarried" on the FAFSA, since she knew she was going to leave Simon as soon as she bought new tires for her car.

1. Did Patty submit all of the documentation she is required to?

2. Should marital status, household size, income or AGI be corrected? Why or why not?

## *Scenario 6*

Patty has a much younger brother, Brandon Bouvier, who also attends your school and whose application also was selected for verification. Since Brandon needed to submit his verification documentation anyway, he came along with Patty for the ride.

Based on the conversation you just had with Patty, you decide to take a couple of minutes to chat with Brandon as well. His 2002-2003 Dependent Verification Worksheet, which his dad signed, indicates that his parents will not file a tax return for 2001 (in fact, they haven't filed a tax return since 1998). The ISIR indicates that his parents have combined earnings of $55,000; cash, savings, and checking of $10,000; and assets of $2,500. The information the family reported on the Verification Worksheet matches the information on the ISIR.

1. Since Brandon's verification worksheet matches up against his ISIR data, do you need to take any action?

2. If so, what and why?

**Reviewing and Revising Your School's Verification Policy**

6 -15

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## *Verification Impacts Program Integrity*

Think about the big circle that you drew this morning. Then think about our discussion of verification. We recognized that, while all schools must operate within the one big verification circle (ED requirement), schools also have considerable flexibility in determining what their circle contents (institutional verification policies and procedures) look like.

What are some issues to consider in reviewing and revising your school's verification policy?

1.  _____

2.  _____

3.  _____
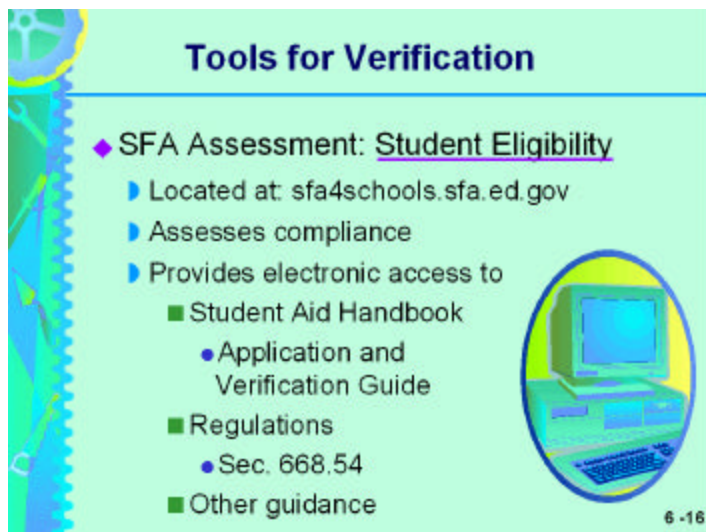
4.  _____

5.  _____

**Challenge:**

*When was the last time your school's verification policy was reviewed and revised?*

**Tools for Verification**

◆ SFA Assessment: <u>Student Eligibility</u>
  ▶ Located at: sfa4schools.sfa.ed.gov
  ▶ Assesses compliance
  ▶ Provides electronic access to
    ■ Student Aid Handbook
      ● Application and Verification Guide
    ■ Regulations
      ● Sec. 668.54
    ■ Other guidance

6 -16

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# Tools for Verification: Student Eligibility Assessment

Remember the SFA Assessment modules we talked about earlier? The Student Eligibility module under the Students category is an excellent resource for assessing your school's compliance with the verification requirements.

In addition to assessment questions, the Student Eligibility module contains direct links to other related sites and documents, such as the Verification Guide in the Student Aid Handbook. Refer to the Verification Guide for information on:

- School's required policies

- Verification exclusions

- Required verification items

- Acceptable documentation

- Tolerance

- Interim disbursements

- Regulatory citations

- Dependent and Independent Verification Worksheets

**Note:**

*The Student Eligibility Assessment module can be accessed via the Schools Portal at sfa4school.sfa.ed.gov*

# SFA Assessments:
# Management Enhancement Worksheet

**Tools for Schools**

## Appendices

- Home
- QA & Requirements
- What's New
- Tools for Schools

SFA Assessments
Quality Analysis Tool
Effective Practices
Appendices

- Experimental Sites
- View Summary Reports
- Archive
- Contact Us
- Links

QAProgram

**Thanks for visiting!**

Download the Management
Enhancement Worksheet
to your computer

## Management Enhancement Worksheet

Enhancement Item: (Provide a detailed description of the policy, procedures, or system that needs to be improved.)

Enhancement Action: (Provide a detailed description of your plan of action to improve the above enhancement item.)

| Offices That Need To Be Involved | | |
|---|---|---|
| Lead Persons To Coordinate Management Enhancement Item | Name: <br><br> Title: <br><br> Phone Number: | Name: <br><br> Title: <br><br> Phone Number: |

Near-Term Management Enhancement? ___Yes ___No

Long-Term Management Enhancement? ___Yes ___No

**Implementation Start Date:**

**Implementation End Date:**

*We recommend that your school annually review all management enhancements items to ensure that you continue to review the effectiveness of all management enhancements identified by your school.*

_____

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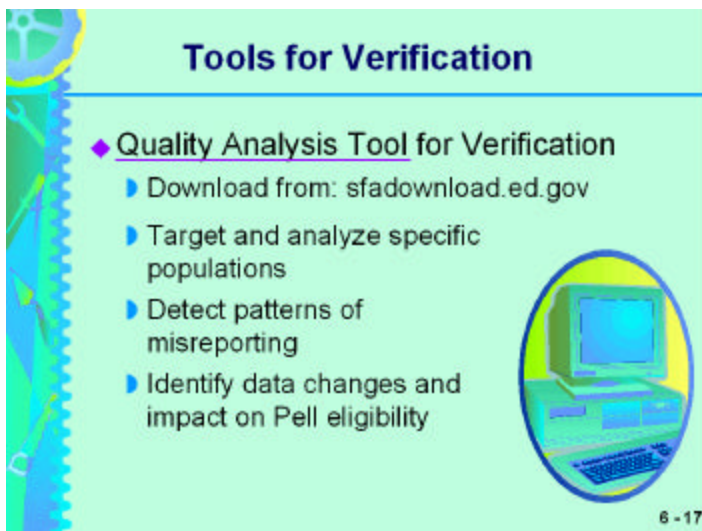
# Tools for Verification: Quality Analysis Tool

The Quality Analysis Tool for Verification can help you gather useful information upon which to base your school's verification policy. This tool:

- Allows you to do in-depth analysis of application populations by comparing initial ISIR data to paid on ISIR data.
- Helps find errors that cause EFC changes so schools can educate students and parents on how to avoid these errors.
- Helps better target your school's verification selection profile to improve verification.
- Allows you to flag records selected for institutional verification.

The tool provides ten (10) analysis reports that are very helpful in analyzing student applicant data. Three (3) of the most important useful include:

- **Field Change Report with Corrected Field Counts** – Lists fields that affect the EFC and displays the number/percentage of corrections made. Also shows the number/percentage of records for which the EFC increased, decreased, or remained unchanged as a result of a change to a selected field.
- **Transaction Comparison Report** – Shows the demographic data and transaction comparison data for a student or a group of students, including the transaction number of each student's initial transaction.
- **Field Range Report with Corrected Field Counts** – Shows the number/percentage of corrections made to the selected field for a specific increment. Also shows the number/percentage of time the EFC increased, decreased, or remain unchanged due to a change to the field.

**Notes:**

1. _The 2002-2003 Quality Analysis Tool for Verification and Desk Reference can be downloaded via sfadownload.ed.gov_
2. _Page 14 Appendix B has a learning aid with steps to download and set up the tool._

# Quality Analysis Tool for Verification

```
Report Date: 05/01/2002    U.S. DEPARTMENT OF EDUCATION              PAGE:  3
Report Time:   10:12:51  QUALITY ANALYSIS TOOL - 2002-2003
                    Field Change Report with Corrected Field Counts
                              ALL RECORDS               SORT: Sequence Number
       THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
**********************************************************************************
OPEID#: 00123456                               School Name: WELCOME UNIVERSITY
--------------------------------------------------------------------------------

                        Records          EFC             EFC            EFC
Initial Field           Corrected      Increased      Decreased      Unchanged
Selected                 #     %        #     %        #     %        #     %
--------------------    -------------  -------------  -------------  -------------
PARENTS' MARITAL         37  15.1%     13   5.3%      6   2.4%      18   7.3%
  STATUS
PARENTS' NUMBER IN       48  19.6%     21   8.6%     14   5.7%      13   5.3%
  COLLEGE
PARENTS' NUMBER OF       34  13.9%     13   5.3%      6   2.4%      15   6.1%
  FAMILY MEMBERS
PARENTS' STATE OF        27  11.0%      9   3.7%      5   2.0%      13   5.3%
  LEGAL RESIDENCE
PARENTS' TAX RETURN      72  29.4%     35  14.3%     17   6.9%      20   8.2%
  FILED?
PARENTS' TOTAL FROM     130  53.1%     62  25.3%     30  12.2%      38  15.5%
  WORKSHEET A
PARENTS' TOTAL FROM     137  55.9%     66  26.9%     28  11.4%      43  17.6%
  WORKSHEET B
PARENTS' TOTAL FROM       0   0.0%      0   0.0%      0   0.0%       0   0.0%
  WORKSHEET C
PARENTS' TYPE OF TAX     24   9.8%     12   4.9%      6   2.4%       6   2.4%
  RETURN USED?
PARENTS' U.S. INCOME     88  35.9%     44  18.0%     21   8.6%      23   9.4%
  TAX PAID
```

## *Field Change Report with Corrected Field Counts*

This report lists fields that affect the EFC and displays the number and percentage of corrections made. It also shows the number and percentage of records for which the EFC increased, decreased, or remained unchanged as a result of a change to a selected field.

The example above reflects 245 test cases. Of the 245, 130 students (more than half of the test cases) submitted corrections to Parents Total from Worksheet A. Of these 130, the EFC changed in 92 cases (it decreased for 30, while it increased for 62).

```
                           Transaction Comparison Report
                                  ALL RECORDS                           SORT: SSN
              THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
**********************************************************************************
OPEID#: 00123456                              School Name: WELCOME UNIVERSITY

Original SSN: 101-36-9173   Current SSN: 101-36-9173
Student Name: TOLEDO, MUIRYA P.
Initial School Verification Flag: No

                              Initial    Paid On
                             ---------   ---------
Source of Correction         <blank>     <blank>
Source of values               ISIR        ISIR
Transaction Number              01
CPS Verification Flag           N           N
Dependency Status               D           D
EFC                           2813        5037

Last Modified By: SYSADMIN 01/30/2002 15:05:24
------------------------------------------------------------------------------------


                               Initial     Paid On
                             Transaction  Transaction
Field(s) Selected               Value       Value       Change
--------------------------   -----------  -----------  -----------
PARENTS' TOTAL FROM WORKSHEET A   $     0   $     967   $     967
```

# Transaction Comparison Report

The Transaction Comparison Report shows the demographic data and transaction comparison data for a student or a group of students, including the transaction number of each student's initial transaction.

Referring to the 245 test cases mentioned on page 6-24, this example provides important student demographic information and changes in Parents' Total from Worksheet A for the 130 students who reported corrections to this FAFSA data field.

```
                    Field Range Report with Corrected Field Counts
                              PARENTS WORKSHEET A              SORT: Field Range
                            PARENTS' ADJUSTED GROSS INCOME
          THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
*****************************************************************************************
    OPEID#:  00123456                               School Name: WELCOME UNIVERSITY
    ---------------------------------------------------------------------------------
```

| Initial Field Range | Fields Corrected # | % | EFC Increased (Records) # | % | EFC Decreased (Records) # | % | EFC Unchanged (Records) # | % |
|---|---|---|---|---|---|---|---|---|
| <blank> | 981 | 33.5% | 35 | 14.8% | 19 | 8.0% | 52 | 21.9% |
| 0 TO 9,999 | 414 | 14.1% | 8 | 3.4% | 1 | 0.4% | 15 | 6.3% |
| 10,000 TO 19,999 | 424 | 14.5% | 11 | 4.6% | 11 | 4.6% | 6 | 2.5% |
| 20,000 TO 29,999 | 233 | 8.0% | 5 | 2.1% | 6 | 2.5% | 5 | 2.1% |
| 30,000 TO 39,999 | 310 | 10.6% | 15 | 6.3% | 3 | 1.3% | 1 | 0.4% |
| 40,000 TO 49,999 | 152 | 5.2% | 9 | 3.8% | 0 | 0.0% | 2 | 0.8% |
| 50,000 TO 59,999 | 121 | 4.1% | 4 | 1.7% | 4 | 1.7% | 2 | 0.8% |
| 60,000 TO 69,999 | 81 | 2.8% | 2 | 0.8% | 3 | 1.3% | 1 | 0.4% |
| 70,000 TO 79,999 | 123 | 4.2% | 6 | 2.5% | 2 | 0.8% | 3 | 1.3% |
| 80,000 TO 89,999 | 56 | 1.9% | 2 | 0.8% | 2 | 0.8% | 0 | 0.0% |
| 90,000 TO 99,999 | 35 | 1.2% | 2 | 0.8% | 0 | 0.0% | 0 | 0.0% |
| 100,000 TO 109,999 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Corrected Count Totals | 2930 | | | | | | | |
| Total Target Size | 237 | | 99 | | 51 | | 87 | |

## *Field Range Report with Corrected Field Counts*

The Field Range Report with Corrected Field Counts shows the number and percentage of corrections made to the selected field for a specific increment. It also shows the number and percentage of times the EFC increased, decreased, or remain unchanged due to a change to the field.

This Report indicates, by income range, where corrections to Parents' Total from Worksheet A occurred.

**Tools for Verification**

♦ EDExpress Verification Worksheet
  ▸ Download from: sfadownload.ed.gov
  ▸ Compare ISIR data with verification documents
  ▸ Automatically calculate data differences and tolerance
  ▸ Automatically create ISIR corrections
  ▸ Print report

6 - 18

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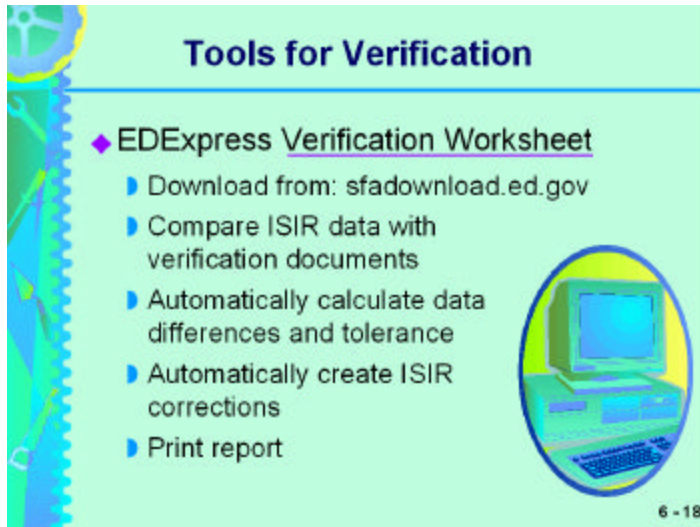
# Tools for Verification: EDExpress Verification Worksheet

When verifying a student's data, the EDExpress Verification Worksheet helps document and accurately calculate any differences found between ISIR data you import into the system and the data the student provided on verification documents, such as federal tax returns or Verification Worksheets.

Other useful features of the tool include:

- Option to print the Verification Worksheet (report)

- For EDExpress users, option to create and send electronic ISIR corrections for data where differences were found and recorded on the worksheet

- Memo field for entering notes regarding the verification process

**Notes:**

1. *The 2002-2003 EDExpress software can be downloaded via sfadownload.ed.gov*
2. *Page 15 of Appendix B has a learning aid with steps to using the tool.*

**Challenge:**

*Have you identified at least one new tool that you will try out when you get back to your school?*

# EDEXpress Verification Workseet

| 2002 - 2003 EDExpress for Windows - [(991-18-1495) DONNA P. PINCIOTTI] | | |
|---|---|---|

File  Record  View  Help

Original Student ID: 991-18-1495  PI  03  Pell Eligible: Y

**Thanks for visiting!**

SSN  NameID  Trans #  Last Modified By: PELL03/07/20

|  | Student | | | Parent | | |
|---|---|---|---|---|---|---|
|  | ISIR | Tax/Wrksht | Diff | ISIR | Tax/Wrksht | Diff |
| # in Household |  |  |  | 03 | 03 | 0 |
| # in College |  |  |  | 1 | 1 | 0 |
| Tax Form Used | 1 |  |  | 1 | 1 | No |
| Exemptions Claimed | 00 |  |  | 03 |  |  |
| AGI | 5171 |  |  | 31250 | 31250 | 0 |
| U.S. Income Tax Paid | 129 |  |  | 1125 | 1125 | 0 |
| Inc From Work (Self/Father) | 5171 |  |  | 4675 | 4675 | 0 |
| Inc From Work (Spouse/Mother) | 0 |  |  | 23000 | 23000 | 0 |
| Total From Worksheet A | 0 |  |  | 0 | 0 | 0 |
| Total From Worksheet B | 0 |  |  | 0 |  |  |
| Total From Worksheet C | 0 |  |  | 0 |  |  |
| Totals | 10471 | 0 | 0 | 60050 | 60050 | 0 |

☐ Tax Form Signed  School Code: 099999 [...]  Correct...

Memo:

| Demo | FAFSA | SAR/ISIR | Ver. Wks | ISIR Rvw | Docs | Notes | User Data | Loans | Disburse | Awards | Pell Grant |

For Help, press F1.  L:\TO #31 - SPRING TRAINING 2002\SOFTWARE AND DATA\expres23.mdb  NUM

## *Pass Around the Learning*

Ensuring and maintaining the integrity of the federal student financial aid programs you administer requires a group effort. You depend on the cooperation and help of other administrators from your school. Because they also need much of the same information you do, they can benefit from the tools and information resources provided by ED.

- What specific things did you learn that you can take back to share with others on your campus?

- Who should you share this information with?

- How will you go about sharing what you learned?

**Note:**

*Check out the bonus on page 16 of Appendix B—a word search puzzle that you can use as a review of Day 1 topics. Enjoy!*

# *Key Learning Points*

The exercise below is designed to guide your learning throughout this session. Remove the page and try to answer all of the questions about these key learning points.

## *Complete the Following*

1.  Components of the NSLDS Transfer Monitoring process are listed below. In the blank next to each, indicate whether the school or NSLDS is responsible.

    a. _____ Set up School Transfer Profile

    b. _____ Add mid-year transfer student to Monitoring List

    c. _____ Monitor mid-year transfer student's financial aid activity

    d. _____ Send alert message to advise of relevant changes

    e. _____ Review NSLDS to determine if updates impact student eligibility.

2.  Name the other systems that submit financial aid history information to NSLDS.

3.  Name some important reasons for verifying student application data.

4.  Identify which of the following apply to verification:

    a. ____  Schools are required to verify at least 30% of the total number of their FSA-eligible applicants.

    b. ____  Each school must develop its own policy for determining the number of applications that make up the 30% of the total.

    c. ____  A school may decide how many of the applications selected by the CPS it will verify.

    d. ____  Schools can choose to verify additional application items.

    e. ____  A school's institutional verification policies and procedures must be consistently applied.

5.  Name the tool that assists schools in assessing their current verification policies and practices.

6.  Name the tool that assists schools in conducting an in-depth analysis of application populations so that they may gather useful information upon which to base institutional verification policies

## 2002-2003 EDE Technical Reference

Electronic Data Exchange (EDE) Technical Reference - Includes reference material for programmers and data processing staff regarding use of both the EDExpress software and the EDconnect software (used for sending and receiving electronic files). Includes information about record layouts, required edits, print assistance, and reject messages that are applicable for electronic FAFSAs, Institutional Student Information Records (ISIRs), electronic corrections, and signature records.

Located at: **sfadownload.ed.gov**

## 2002-2003 ISIR Guide

Assists financial aid administrators (FAAs) in interpreting student information from an Institutional Student Information Record (ISIR). Also explains codes and flags that appear in the FAA Information section of the ISIR.

Located at: **ifap.ed.gov** (current publications by title)

## 2002-2003 SAR/ISIR Comment Codes and Text

Companion to the EDE Technical Reference. Also serves as a stand-alone guide in interpreting SAR/ISIR comment codes and text.

Available at: **sfadownload.ed.gov**

## Alert Notification Message

NSLDS generated email message informing the school that there is new Alert information that may impact a student's eligibility to be reviewed on NSLDS. The school then accesses the student's updated financial aid history information on the NSLDS database.

## Boolean Search

A logical search method that uses keywords joined by the operators AND, OR and NOT to retrieve information. For example, a Boolean search string for "Ability to Benefit" could be "Ability AND Benefit." This search would return all documents containing both words.

## Central Processing System (CPS)

U.S. Department of Education's application data processing facility. The CPS uses student information from the Free Application for Federal Student Aid (FAFSA) to calculate the student's official Expected Family Contribution (EFC) and to perform matches against certain other databases (e.g. Social Security Administration); creates and transmits to schools the Institutional Student Information Record (ISIR), and sends or emails (if an email address is provided) the Student Aid Report (SAR) to the student.

## Comment Code

Numeric code that indicates a problem or question about FAFSA data.

## Comment Code Text

Comment to the student about the processing results and what action the student must take, if any.

## Corrections on the Web

Web-based method of making corrections to data submitted on the FAFSA.

Located at: **fafsa.ed.gov**

PIN is required to access student information.

## Customize

To alter according to individual specifications; to filter the web site options so that your screen best fits your individual needs.

## Data Assumptions

Assumption CPS makes when certain FAFSA information provided has determined to be contradictory. For example, if the student reports that he or she is married, and provides two incomes while reporting only one in the household, the CPS assumes two in the household. If the CPS assumption is incorrect, the student can make corrections. The FAA can override selected assumptions when making electronic applications and corrections.

## Database Matches

Matches by CPS of FAFSA information with other databases, including: the Social Security Administration, Selective Service, Department of Veterans Affairs, Immigration and Naturalization Service and National Student Loan Data System.

## Data Rejects

CPS rejects of application data due to the omission of required information or the submission of information in the wrong format. For example, an application not signed by the student will be rejected, as will an application having a numeric field for which the response provided was alphabetic characters (letters). When an application is rejected, no EFC is calculated.

## *Destination Point Administrator (DPA)*

Individual who represents an organization involved in the administration of Title IV student financial aid programs (such as a postsecondary institution, FFEL lender or guaranty agency, third-party servicer, or software provider) and is enrolled on the Student Aid Internet Gateway and assigned a destination point.

## *EDExpress Verification Worksheet*

Tool within the EDExpress software for comparing ISIR data with data a federal student financial aid applicant provides on verification documents, such as federal tax returns or Federal Verification Worksheets. Displays the differences between these two sources of information so that the FAA can tell if the differences are within the tolerance level. EDExpress users can also update both the student and parent ISIR information to submit ISIR corrections to the CPS.

Available for download at: **sfadownload.ed.gov**

## *eMPN*

Web-based (electronic) Master Promissory Note that allows a student to complete and sign an MPN over the web as an alternative to using a paper MPN. Users must have a PIN to initiate the process.

## *Expected Family Contribution (EFC)*

A calculation based on a formula established by Congress of how much the student and his or her family can be expected to provide toward the cost of the student's education. Data for the EFC calculation comes from the FAFSA submitted by the student.

## *FAA Access on the Web*

Web-based access provided to financial aid administrators to view student information, make corrections, check batch status and request PINs for students.

Located at: **fafsa.ed.gov/FAA/faa.htm**

PIN required to access student information.

## *FAFSA on the Web*

Web-based Free Application for Federal Student Aid that allows students to complete their FAFSA application faster and more easily than any other application method.

Located at: **fafsa.ed.gov**

# FAFSA on the Web Demo

Demonstration site that offers all the functionality features of the live FAFSA on the Web site. With it, students can try out FAFSA on the Web functions and FAAs can demonstrate its features. Although data can be submitted, the database is cleared nightly because this site is not live.

Located at: **fafsademo.test.ed.gov**

User ID: **eddemo**                    Password: **fafsatest**

# FSA Schools Portal

Web site providing multiple links that improve the efficiency of managing the information provided by FSA.

Located at: **sfa4schools.sfa.ed.gov**

Password and ID required to customize the portal.

# Federal Student Aid (FSA)

Office within the U.S. Department of Education responsible for the overall management and administration of the Title IV programs and the various operating systems.

# Federal Verification Worksheets

Forms designed to assist schools in confirming the accuracy of information reported on the Free Application for Federal Student Aid (FAFSA).

Available for download at: **ifap.ed.gov/vgworksheets/0203VWkSheets.html**

# Financial Aid Transcript (FAT)

Document that assists the school in determining whether an applicant for Title IV aid has previously attended other schools, a step toward determining an applicant's eligibility. In prior years, this was a paper document exchange between schools. This function is now available through NSLDS.

# IFAP (Information for Financial Aid Professionals)

Web site to provide FSA information updates electronically; online database providing access to a collection of current and archived FSA information/materials (e.g., publications, reference manuals, regulatory and policy guidance, Dear Partner and Action Letters, etc.).

Located at: **ifap.ed.gov**

User ID and password required to enroll in electronic updates.

## INS Secondary Confirmation Flag

Indicator that, after the initial match with the Immigration and Naturalization Service database failed, the CPS sent information to INS a second time to confirm that the FAFSA applicant is an eligible non-citizen.

## Management Enhancement Worksheet

Document designed to assist schools in clearly describing concerns and developing an action plan to make improvements to policy, procedures, or systems identified by using the SFA Assessment.

Located at: **qaprogram.air.org/AppendixE.html**

## Master Promissory Note (MPN)

Legal document requiring that a student loan borrower repay the funds borrowed under the Direct Loan Program or under the Federal Family Educational Loan Program. Some students use the MPN to accept one loan. Other students, at schools approved by the U.S. Department of Education, may use the MPN to accept several loans. Use of the MPN form simplifies the loan process by eliminating the need for eligible students to complete a promissory note every year they borrow.

## Match Flags

Alphabetic or numeric codes showing the results of matching the application record with the various databases containing information that can affect eligibility.

## Mid-Year Transfer

Student who transfers from one school to another school during the same award year (July 1 to June 30).

## National Student Loan Data System (NSLDS)

A system for storing comprehensive information about the federal financial aid history of students who receive assistance under Title IV of the Higher Education Act of 1965, as amended. Stores information about loans, grants, students, borrowers, lenders, guaranty agencies (GAs), schools, and loan servicers and provides an integrated view of Title IV loans and grants during all stages of their life cycles from aid approval through disbursement, repayment, delinquency and closure.

Located at: **nsldsfap.ed.gov**

Enrollment as a Student Aid Internet Gateway (SAIG) user is required to access this site.

## Natural Language Search

A database search conducted using human language as opposed to computer language.

# NSLDS Transfer Monitoring Process

Process using the NSLDS database to acquire information about mid-year transfer students. Consists of four interrelated steps: Inform, Monitor, Alert and Review.

# Office of Postsecondary Education (OPE) ID

An eight digit identification number assigned by the Office of Postsecondary Education to an institution that has been approved to participate in federal student financial aid programs. Schools that don't administer Title IV funds but want their students to qualify for in-school deferments also are assigned an OPE ID number. Additional locations of a school are designated by the last two digits of the OPE ID (e.g., the OPE ID of a school's main campus would be 001639**00**, while the OPE ID of the school's additional location would be 001639**01**).

# PIN

Personal Identification Number that serves as an identifier to allow students and parents to access their personal information in U.S. Department of Education systems. The PIN also can be used to electronically sign the FAFSA and make corrections electronically to data submitted on the FAFSA.

Located at: **pin.ed.gov**

# Postsecondary Education Participants System (PEPS)

The Financial Student Aid (FSA) management information system for all organizations that have a role in administering federal student financial aid and other Higher Education Act programs. Maintains eligibility, certification, demographic, financial, review, audit and default rate data about schools, lenders and guarantors participating in the Title IV programs.

# President's Management Agenda

A document outlining the President's strategy for improving the management and performance of the federal government, including the U.S. Department of Education. The document emphasizes the need to reduce fraud, waste, and ineffectiveness by improving the way all federal student aid programs are administered and managed.

# Quality Analysis Tool for Verification

Software to help schools analyze FAFSA application information reported on the ISIR. The data is used to determine the impact that changes to student-reported information had on EFC and Pell eligibility.

Available for download at: **sfadownload.ed.gov**

## Renewal FAFSA on the Web

Web-based Renewal Free Application for Federal Student Aid.

Located at: **fafsa.ed.gov**

PIN is required to access student information.

## School Transfer Profile

School-provided information on NSLDS that designates the school's contact, specifies an email address where Alert Notification Messages will be sent, and displays the options for Inform and Alert features.

## SFA Assessments

Four categories of web-based management assessment modules to help schools assess compliance with Title IV requirements and enhance their services. Each self-guided assessment contains links to applicable laws and regulations. The four categories include: Students, Schools, Managing Funds and Campus Needs.

Located at: **qaprogram.air.org/SFAAssessment.asp**

OPE ID and password required for interactive modules. However, schools that choose not to create a password can access and download all interactive modules while in tour mode.

## Student Aid Internet Gateway (SAIG)

Web-based system for providing Title IV-eligible post secondary institutions, third-party servicers, state agencies, lenders and guarantors a secure exchange of Title IV data with the FSA Application Systems. The SAIG replaces what was formerly known as Title IV WAN. Organizations enroll individuals as destination point administrators (DPAs), who are assigned destination points (electronic mailboxes) to receive and transmit data for various Title IV student aid program systems, such as NSLDS, Direct Loan and CPS.

Enrollment in the SAIG available at: **sfawebenroll.ed.gov**

## Verification

Process of confirming the accuracy of statements made by an applicant on the Free Application for Federal Student Aid (FAFSA).

## *Verification Tolerance*

Acceptable limit for minor monetary errors that are detected through the process of verifying a student's financial FAFSA data and that do not significantly affect the student's eligibility. The tolerance limit is $400 and applies to the net difference between: (a) the sum of applicant-reported (incorrect) AGI, plus untaxed income, less U.S. income tax paid and (b) the sum of the verified (correct) AGI, plus untaxed income, less the verified U.S. income tax paid. If the difference between the incorrect total and the verified total is $400 or less (and there are only dollar amount errors), the errors are within tolerance and recalculation of the EFC is not required.

# Session 3: Conducting a Search of the Schools Portal

| Step | Action |
|:---:|:---|
| **1** | Access FSA Schools Portal homepage: sfa4schools.sfa.ed.gov/ |
| **2** | Under the heading FSA Search Tool, enter your query into the text box using<br>• Natural Language, or<br>• Boolean |
| **3** | Choose your target from the drop-down list |
| **4** | Click **Go** |

Hints:

• The FSA Search program works best when you enter your query in standard English.

• If you use Boolean keywords (AND, OR, and NOT), they must be entered in uppercase.

• Use the "Suggest?" link to locate more related documents.

• Minimum Threshold is the percentage that specifies how closely the document must match to be chosen.

• "Weight" is the relevance of the result to the query.

• "Similarity" is the score representing how closely this document matches.

# Session 3: Customizing a Portal

| Step | Action |
|:---:|:---|
| 1 | Access Schools Channel home page:<br>sfa4schools.sfa.ed.gov/SFAPortal/home/index1.htm |
| 2 | If you are not already enrolled, next to My FSA, Click **Sign Up Now**! |
| 3 | Enter your personal information<br><br>– First Name<br><br>– Last Name<br><br>– E-mail address<br><br>– Password<br><br>– Re-enter password |
| 4 | Click **Submit** |
| 5 | Record your FSA account information |
| 6 | Click **Home** |
| 7 | Enter your User Name and Password in appropriate boxes in the My FSA area |
| 8 | Click **go!** next to CUSTOMIZE YOUR LINKS |
| 9 | Under the Customize My FSA area, click **FSA Links** |
| 10 | Select or deselect links until your list of choices is complete |
| 11 | Click **Apply** |
| 12 | Click **OK** |
| 13 | From the homepage in the Customize My FSA area, add a bookmark:<br><br>• Click **My Bookmarks**<br><br>• Enter the Title and the URL in the Add New Bookmark area<br><br>• Click **Add** |

Hints:

- Recommended browsers:

    – Microsoft Internet Explorer Version 4.01 Service Pack 2 or higher

    – Netscape Communicator Version 4.7 or higher

- Browsers must have JavaScript support turned on

- Only browsers that support Java Applets can display My FSA pages

- AOL and Lynx text reader browsers are **not** supported

# Session 3: Subscribing to IFAP Updates

| Step | Action |
|------|--------|
| **1** | Access IFAP web site at ifap.ed.gov/ |
| **2** | Click **Member Services** |
| **3** | If you have not already registered, click **Click Here to Register** to register as an IFAP member (Your password will be emailed to you within 24 hours) |
| **4** | Once registered, log in with your user name and password |
| **5** | Click **Login** |
| **6** | Click **Subscription Options** |
| **7** | Select any of the four updates available and select specific options under each: <br><br> • Weekly Summary of ALL IFAP Additions (Default Setting) <br><br> • Frequently Generated IFAP Additions (within 48 hours) <br> ✦ Action Letters <br> ✦ Dear Partner/Colleague Letters <br> ✦ Direct Loan Bulletins <br> ✦ Electronic Announcements <br> ✦ Policy Bulletins <br><br> • Additional Publications by Publication Type (within 48 hours) <br> ✦ Audit Guides <br> ✦ Blue Books <br> ✦ Counselor's Handbooks <br> ✦ Default Rate Materials <br> ✦ NSLDS Reference Material <br> ✦ SAR and ISIR Materials <br> (This is a partial sample listing) <br><br> • Additional Publications by Program and Service <br> ✦ Campus-Based Programs <br> ✦ FFEL <br> ✦ Student eligibility <br> ✦ Verification <br> (This is a partial sample listing) |
| **8** | Click **Go to SUBMIT** button, or click **SUBMIT** at the bottom of the page |

# Session 4: Requesting an Initial PIN

| Step | Action |
|:---:|:---|
| 1 | Access PIN web site: pin.ed.gov/ |
| 2 | Click **PIN REQUEST AND INFORMATION** |
| 3 | Click **Apply for PIN** |
| 4 | Click **NEXT** |
| 5 | Enter personal information<br><br>− Social Security Number<br><br>− Last Name<br><br>− First Name<br><br>− Middle Initial<br><br>− Date of Birth<br><br>− Street Address<br><br>− City<br><br>− State<br><br>− ZIP Code<br><br>− E-mail address<br><br>− Re-enter e-mail address<br><br>− Enter security pass-phrase (6 to 12 alphanumeric characters; not case sensitive)<br><br>− Re-enter pass-phrase |
| 6 | Click **NEXT** |
| 7 | Click **SUBMIT MY PIN APPLICATION** |
| 8 | Receive Confirmation Stamp on PIN Application Confirmation Page |

# Session 4: Requesting a Subsequent PIN

| Step | Action |
|:---:|:---|
| **1** | Access PIN web site: pin.ed.gov/ |
| **2** | Click **PIN REQUEST AND INFORMATION** |
| **3** | Click either <br> – **CHANGE PIN** (to receive a new generic or personalized PIN because the original was lost or stolen or student wants a personalized PIN); *or* <br><br> – **REQUEST A PIN BE MAILED** (to receive a duplicate PIN because the original was forgotten) |
| **4** | CHANGE PIN option |
| **4a** | • For either Generic or Personalized option, enter information as requested |
| **4b** | • Click **SUBMIT REQUEST** |
| **4c** | • From the drop-down list, select how you would like the PIN sent to you |
| **4d** | • Click **YES** |
| **5** | REQUEST A PIN BE MAILED option |
| **5a** | • Enter personal information, as requested |
| **5b** | • Click **SUBMIT REQUEST** |
| **5c** | • From the drop-down list, select how you would like the PIN sent to you |
| **5d** | • Click **YES** |

# Session 5: Accessing FAA on the Web

| Step | Action |
|:---:|:---|
| **1** | Access FAA home page: fafsa.ed.gov/FAA/faa.htm |
| **2** | Click **Next** |
| **3** | Enter your personal information<br>– Social Security Number<br>– First two (2) letters of the last name<br>– Date of Birth<br>– PIN |
| **4** | Click **SUBMIT REQUEST** |
| **5** | Click an option from the menu<br>– **Student Inquiry**<br>– **Batch Status**<br>– **Duplicate Renewal Print** |
| **6** | Student Inquiry option<br>– Enter Federal School Code<br>– Select Award Year from drop-down list |
| **6a** | Click **Next** |
| **6b** | Enter student's information<br>– Social Security Number<br>– First 2 letters of last name |
| **6c** | Click **Submit** to get a listing of the student's SAR transactions |
| **6d** | To continue, click an option<br>– **View a Different Student's Data**<br>– **Return to FAA Menu**<br>– **Exit** |
| **7** | Batch Status option<br>– Enter Destination Code (TG number)<br>– Enter Federal School Code<br>– Select Award Year from drop-down list |
| **7a** | Click **Next** |

| Step | Action |
|------|--------|
| **7b** | Select how to view batches from list<br><br>− Batch Number<br><br>− Batch (File) Type/Date Range |
| **7c** | Click **Next** to continue browsing or select another option<br><br>− New Search<br><br>− Return to FAA Menu<br><br>− Exit |
| **8** | Duplicate Renewal Print option<br><br>− Enter Destination Code (TG number)<br><br>− Enter Federal School Code<br><br>− Select Award Year from list |
| **8a** | Click **Next** to display the next four steps to be followed<br><br>− Enter the student's Social Security Number (SSN) and Name ID<br><br>− Enter the address where the Renewal Application will be mailed<br><br>− Verify your request information<br><br>− Receive confirmation |
| **8b** | Click **Next** after reviewing information |
| **8c** | Enter Student's information<br><br>− Social Security Number<br><br>− First 2 letters of last name |
| **8d** | Click **Next** to continue with the process |

# Session 5: DPA Enroll Additional Users
# in FAA Access on the Web

| Step | Action |
|------|--------|
| 1 | Access the Student Aid Internet Gateway Online at: sfawebenroll.ed.gov/T4Enroll/index.htm |
| 2 | Click **FAA Administration** |
| 3 | Enter your TG number, which begins with TG and is followed by 5 digits |
| 4 | Click **Next Page** |
| 5 | Enter the DPA's Social Security Number, Date of Birth, and mother's maiden name. |
| 6 | Click **Next Page** |
| 7 | Click **Add New FAA User** |
| 8 | Click **Continue** |
| 9 | Enter the new FAA user's data including Social Security Number, Date of Birth, and mother's maiden name |
| 10 | Click **Continue** |
| 11 | Select the appropriate School Code |
| 12 | Select the appropriate access rights for the user (read, write, or blank) for each service |
| 13 | Click **Continue** |
| 14 | Print and sign the required User Statement, to be kept on file at your office |
| 15 | The new FAA user is added to the DPA's enrollment. A PIN Mailer or PIN email is delivered to the new FAA user |

# Session 6: Enroll in
# NSLDS Transfer Monitoring

| Step | Action |
|------|--------|
| 1 | Access the NSLDS Financial Aid Professional web site at nsldsfap.ed.gov |
| 2 | If you are not already a registered user, click **Sign-Up Information** |
| 3 | Click **Enroll** |
| 4 | From the drop-down arrow, select Initial Application |
| 5 | Click **Next Page** |
| 6 | From the drop-down arrow, select Yes |
| 7 | Click **Next Page** |
| 8 | Enter the organization name of the Destination Point Administrator |
| 9 | Click **Next Page** |
| 10 | From the drop-down arrow, select your type of organization |
| 11 | Click **Next Page** |
| 12 | From the drop-down arrow, select if you are a Direct Loan school or a servicer for a Direct Loan school |
| 13 | Click **Next Page** |
| 14 | From the drop-down arrow, select if you will use a personal computer, a mainframe, or both to access SAIG |
| 15 | Click **Next Page** |
| 16 | Enter who should receive all organization correspondence (First Name, Last Name) |
| 17 | Click **Next Page** |
| 18 | Submit <br> – Mailing Address <br> – Optional Address <br> – City <br> – State <br> – Country <br> – Zip Code <br> – Phone number <br> – Fax number |
| 19 | Click **Next Page** |

| Step | Action |
|------|--------|
| **20** | Enter the name of the organization that should receive all organization correspondence |
| **21** | Click **Next Page** |
| **22** | From the drop-down arrow, select if you want all enrollment documents sent to another individual rather than to this Destination Point Administrator |
| **23** | Click **Next Page** |
| **24** | If you selected yes, enter the name of who should receive all enrollment documents (First Name, Last Name and Title), and click **Next Page** |
| **25** | From the drop-down arrow, select if you want all technical references sent to another individual rather than to this Destination Point Administrator |
| **26** | If you selected yes, enter the name of who should receive all technical references (First Name and Last Name), and click **Next Page** |
| **27** | Click **Next Page** |
| **28** | If you selected yes, submit the following<br>− Mailing Address<br>− Optional Address<br>− City<br>− State<br>− Country<br>− Zip Code<br>− Phone number<br>− Fax number |
| **29** | Click **Next Page** |
| **30** | From the drop-down arrows, select your time zone and if daylight savings time affects your area |
| **31** | Click **Next Page** |
| **32** | View Step Two: Information about a Destination Point Administrator at your organization and click **Next Page** |
| **33** | Complete questions in Step Two to designate the Destination Point Administrator (DPA) at your organization |
| **34** | Click **Next Page** after each screen you complete |
| **35** | Click **Next Page** |
| **36** | Review your initial application information and make any necessary corrections |
| **37** | Click **Submit Form** |

# Session 6: NSLDS Transfer Monitoring
# Add School Transfer Profile

| Step | Action |
|------|--------|
| **1** | Access the NSLDS Financial Aid Professional web site at nsldsfap.ed.gov |
| **2** | Enter your user ID and password |
| **3** | Click **Logon** |
| **4** | Click the **Tran** tab |
| **5** | Click the **School Transfer Profile** link |
| **6** | Click **Update** |
| **7** | Enter the name, title, and phone number of the school's contact |
| **8** | Enter the email address designated to receive the Alert notification messages |
| **9** | In the Inform box, enter the Title IV WAN mailbox from which the school's servicer will be submitting Inform files—if your school uses a designated servicer to submit batch Inform files |
| **10** | In the Alert boxes, select how you want your school's Alert information to be sent (i.e., via Web Only or Web and Batch files through the Title IV Wan); if you select Web and Batch, you must provide a Title IV WAN Mailbox (TG number) |
| **11** | For the Batch Alert Method, select the box of the appropriate Alert Format <br> • Extract to indicate you want to receive Alerts as a data file *OR* <br> • Report to indicate you want to receive Alerts in a report format <br> If you selected Web Only, do not select either the Extract or Report boxes |
| **12** | Click **Submit** |

# Session 6: NSLDS Transfer Monitoring
# Add Organization Contact

| Step | Action |
|:---:|:---|
| **1** | Access the NSLDS Financial Aid Professional web site at nsldsfap.ed.gov |
| **2** | Enter your user ID and password |
| **3** | Click **Logon** |
| **4** | Click the **Org** tab |
| **5** | Click the **Org Contact List** link |
| **6** | Click the **Add New Contact** button |
| **7** | Select the function the new contact is being assigned (Note: a contact can be assigned multiple functions, but a function can be assigned only to one contact) |
| **8** | Enter the new contact's name, phone number, and email address |
| **9** | Click **Submit** |

# Session 6: NSLDS Transfer Monitoring
# Add Student to Monitor

| Step | Action |
|:---:|---|
| **1** | Access the NSLDS Financial Aid Professional web site at nsldsfap.ed.gov |
| **2** | Enter your user ID and password |
| **3** | Click **Logon** |
| **4** | Click the **Tran** tab |
| **5** | Click the **Transfer Monitoring List** link |
| **6** | Click the **Add Student to Monitoring List** button |
| **7** | Enter the student's information (will automatically appear if you link from the Loan or Pell Grant History pages) <br><br>• Social Security Number <br><br>• First Name <br><br>• Last Name <br><br>• Date of Birth |
| **8** | For Enrollment Begin Date, enter the date that the student either is expected to begin or did begin classes at your school |
| **9** | For Monitor Begin Date, enter the date you want NSLDS to begin monitoring the student; current date is the default but can be changed |
| **10** | Click **Submit** |

# Session 6: Downloading the
# EDExpress Quality Analysis Tool for Verification

| Step | Action |
|:---:|:---|
| **1** | To download and install the Quality Analysis Tool software, access the SFA download web site: sfadownload.ed.gov |
| **2** | Click **Continue** |
| **3** | Click **Continue** |
| **4** | Half-way down the page, click **Quality Analysis Tool 2002-2003 Version 2.0** |
| **5** | Click **Full Download for Win95/98/NT/2000/ME** and follow instructions |
| **6** | Download the Desk Reference |
| **Step** | **Actions for First Time Log On** |
| **1** | From the Windows Startup Programs menu, click **EDESuite**, click **Quality Analysis Tool for Windows and Quality Analysis Tool for Windows 2002-2003** |
| **2** | Type your user ID (your first time ID is SYSADMIN) |
| **3** | Type your password (your first time password is SYSADMIN) and press Tab |
| **4** | Type a new user ID and password |
| **5** | If your password needs to be changed, type your new password, and then type your password again in the Verify Password field |
| **6** | Click **OK** |
| **7** | If you see the Startup Information dialog box, read the messages displayed there, then click **Close** |
| **8** | To optimize your Quality Analysis Tool, refer to your Desk Reference and complete the following:<br>1. Set Up<br>    • System<br>    • Verification Edit Profile<br>    • File Management<br>    • User Database<br>    • User Security<br>2. Create Custom Formats<br>3. Import Data<br>4. Validate Data<br>5. Analyze Data |

# Session 6: Using the EDExpress Verification Worksheet

| Step | Action |
|:---:|---|
| 1 | Open EDExpress and retrieve the student's record |
| 2 | Click the **Verification Worksheet (Ver. Wks)** tab |
| 3 | Click the **ellipsis (…)** button on the button bar (or select Record Retrieve from the main menu) |
| 4 | Click the **ISIR** to select it |
| 5 | Click **OK** |
| 6 | Enter necessary information in the Tax/Wrksht column |
| 7 | Click the **Save** icon (or select File Save from the menu bar) to save the record |
| 8 | If the Diff column is not blank: click the **Correct…** button to create a correction record for the student |
| 9 | Click **Yes** to create the correction record |
| 10 | Click **OK** |
| 11 | Enter the updated information. Note: new data is displayed in a different color and is saved as part of the selected ISIR so that if the ISIR is displayed on the SAR/ISIR tab, you can see what changes have been made |
| 12 | Option: type a memo in the new memo field |
| 13 | Select **Save** from the menu bar |

# Tools for Ensuring Program Integrity
# Word Search Puzzle

```
S  N  O  I  T  P  M  U  S  S  A  P  R  O  G  R  A  M  S  K
I  N  T  E  G  R  I  T  Y  Y  R  U  L  E  S  G  S  N  E  O
Y  Z  W  O  V  O  M  B  Z  P  L  R  A  H  I  M  E  C  C  O
B  E  W  E  H  T  N  O  S  S  E  C  C  A  A  A  F  M  I  B
Y  P  J  K  Y  W  E  A  L  Z  R  W  X  U  F  T  C  A  T  D
G  N  I  R  O  T  I  N  O  M  R  E  F  S  N  A  R  T  C  N
R  C  Q  D  G  W  V  M  I  S  I  R  G  U  I  D  E  C  A  A
G  P  W  R  A  T  Q  C  M  R  E  Y  T  W  M  V  I  H  R  H
W  T  K  L  W  O  O  N  C  F  I  D  A  T  O  S  N  F  P  A
E  D  E  T  E  C  H  R  E  F  O  R  O  L  N  N  F  L  T  F
F  R  Y  M  Q  L  X  J  A  P  N  T  I  C  I  Q  O  A  S  S
T  E  P  Y  A  Y  S  P  Z  I  P  N  W  P  T  U  R  G  E  V
R  N  M  T  N  O  U  Z  N  J  K  T  P  B  O  C  M  S  B  W
J  V  R  O  C  P  T  G  N  S  Z  N  M  S  R  M  E  M  Y  V
B  O  N  X  D  Z  S  Q  D  I  L  E  E  K  C  H  Y  J  P  Y
P  L  R  A  P  W  B  Y  S  Y  T  O  L  N  W  I  T  F  E  W
I  N  T  E  R  A  C  T  I  V  E  M  O  D  U  L  E  S  S  R
E  E  N  I  Z  T  L  P  Z  I  F  H  L  T  N  S  L  D  S  A
S  T  N  E  M  S  S  E  S  S  A  A  F  S  A  Q  N  V  P  D
B  C  G  Z  P  Q  M  Z  Q  R  D  D  H  U  Z  Q  F  G  P  S
```

Look for these words, and then search for the hidden message:

| | | |
|---|---|---|
| Alert | PIN | Inform |
| Match Flags | eMPN | SFA Handbook |
| Assumptions | Portal | Interactive Modules |
| Monitor | FAA Access On The Web | Transfer Monitoring |
| Best Practices | QA Tool | ISIR Guide |
| My FSA | FOTW | Warnings |
| COTW | Reject Codes | Links |
| NSLDS | IFAP Updates | |
| EDE Tech Ref | SFA Assessments | |

# Session 2: Key Learning Points

## *True or False*

**FALSE**     1. The U.S. Department of Education is the only entity responsible for ensuring the integrity of the Title IV programs.

**TRUE**     2. Having an educated population helps democracy continue to flourish the U.S., which is something we must never take for granted.

**TRUE**     3. Because of the many important contributions the Title IV programs make to our country, we all have a stake in ensuring that they continue.

**TRUE**     4. The President's Management Agenda emphasizes the need to improve the management and performance of the federal government.

**FALSE**     5. The three areas of risk to Title IV Programs mentioned in this session include awards, staffing and cash management.

## *Circle All that Apply*

6. The President's Management Agenda proposes to make improvements by:

    a. Encouraging high school graduates to join the military

    b. ***Focusing on results***

    c. ***Reducing fraud, waste and ineffectiveness***

    d. Placing "Just Say No" signs in middle schools and high schools

    e. Reducing the number of federal employees

    f. ***Ensuring program integrity***

7. The dictionary definition of integrity includes:

    a. ***Steadfast adherence to a strict moral or ethical code***

    b. Consideration for and deference to another's privileges or knowledge

    c. ***Being in a state of soundness***

    d. Ethical, legal, or moral obligation

    e. ***Having the quality of completeness***

8. Examples of FSA's recent efforts to enhance and support its internal emphasis on program integrity include:

    a. ***Training FSA staff***

    b. Restricting public access to information about federal financial student aid programs

    c. ***Analyzing and revising internal processes and procedures***

    d. ***Modernizing internal and external systems***

# Session 3: Schools Portal Links and Features

| Links/Features | | A | B |
|---|---|---|---|
| *Conferences/Training* | | | |
| 8 | **Conferences** | Location and dates of next EACs | Presentations from latest conference |
| 9 | **FSA University (training)** | Nearest New FAA training | Training registration |
| *Reference Library* | | | |
| 3 | **Common Origination and Disbursement (COD)** | Latest COD announcements | Latest COD Technical Reference |
| 6 | **Guidance: Terrorist Attacks** | Guidance on loan payments for a former student whose Reserve Unit was activated | Guidance on school's policy on Hate Crimes |
| 1 | **IFAP Home Page** | Dear Partner/Colleague Letter | List of FSA Customer Service Centers |
| 4 | **Publications (IFAP) By Title or By Topic** | Cohort Default Rate Guide | Variety of resources on Perkins loans |
| *FAA Access to Student Data* | | | |
| 2 | **CPS/Applicant data** | Web site where FAAs can view students' SAR data | Web site where FAAs can check the status of ISIR batches |
| 5 | **Direct Loan: Loan Origination or Loan Servicing** | Check the Loan Origination System record for a student's Direct Loan | Delinquency reports that list students who are delinquent on Direct Loan payments |
| 7 | **NSLDS for FAAs** | Report a Pell Grant overpayment | Confirm that a student has defaulted loans |
| 10 | **Pell/RFMS** | Status of your Pell batches | Pell news |
| *Book Store* | | | |
| 20 | **Publications and How to Order** | Order outreach materials for local high schools | Bulk order FAFSAs |
| 23 | **SAIG Software Download and Documentation** | Download Return of Title IV Funds software | Download EDconnect software |
| *Participation & Funding* | | | |
| 13 | **Application/Recertification (E-App)** | Online form to document a change in ownership | Recertification application |
| | | | |

*Tools for Ensuring Program Integrity*

| | Links/Features | A | B |
|---|---|---|---|
| 26 | **FISAP on the Web** | Submit annual FWS expenditures | Campus-Based Program funding |
| 30 | **GAPS & E-payments** | Request the drawdown for campus-based awards | Confirm GAPS transaction adjustment |
| 15 | **PEPS** | ED's information about a school's programs | School's Program Participation Agreement info |
| 11 | **Quality Assurance Program** | Model of Quality Award recipient | Apply to participate in the Quality Assurance Program |
| 18 | **SAIG Enrollment Site** | Add a destination point for receiving/transmitting information to/from ED | Check SAIG enrollment status |
| 28 | **Tools for Schools** | **Self Assessment Tool** <br><br> Tool to help conduct a management assessment to look for improvement areas | **Verification Software** <br><br> Tool to help conduct an in-depth analysis of applicant population |
| *Related Web Sites* | | | |
| 17 | **ED Home Page** | Overview of the U.S. Department of Education's priorities and educational resources | Budget proposals for next year's Title IV funding |
| 21 | **FSA Home Page** | Web site with info about every stage of the student financial aid process for students in or out of school | Think College Early Toolbox |
| *Schools Portal Menu Options* | | | |
| 12 | **Portal Help** | Information about the parts of FSA Schools Portal | |
| 22 | **FAQ** | General questions about the FSA Schools Portal | |
| 24 | **Contacts** | FSA Customer Service Centers | |
| 14 | **Got a Question?** | Send a portal question to FSA Customer Service | |
| 25 | **Portal Feedback** | Email a suggestion about improving the Schools Portal | |
| 19 | **Calendar Item** | Request that an item get posted to the Schools Portal Calendar | |
| 27 | **FSA Headlines** | 2002 Negotiated Rule Making | |
| 29 | **FSA Search Tool** | Search the entire IFAP database | |
| 16 | **My FSA** | Customize your own Schools Portal | |

# Session 3: Key Learning Points

*FSA Schools Portal Features and Functions*

| Column A | Column B |
|---|---|
| ***FSA Links*** | 1.  Contains Reference Library, FAA Access to Student Data, Book Store, Participation & Funding, Conferences & Training. |
| ***FSA Headlines*** | 2.  Displays FSA News and links to other important news items. |
| ***My FSA*** | 3.  Gives user access to a customized version of the FSA Schools Portal. |
| ***Portal Feedback*** | 4.  Allows users to submit feedback and suggestions about the Schools Portal web site by email to the web site manager. |
| ***FSA Schools Portal*** | 5.  An electronic gateway to a wide variety of FSA resources and links. |
| ***FSA Search*** | 6.  Allows user to search the FSA sites and the IFAP database. |
| ***IFAP*** | 7.  Web site that provides customized FSA information updates by email. |
| ***Boolean*** | 8.  A logical combination system that represents relationships using the operators AND, OR, and NOT. |
| ***Portal Help*** | 9.  Provides user with online help and customer service contact information. |
| ***FSA Calendar*** | 10. Hyperlinks display events, deadlines, training, and NPRMs of interest. |
| ***Customize*** | 11. Allows the user to filter the web site options so that the screen and links best fit individual needs. |
| ***FAQs*** | 12. Online listing of frequently asked questions/answers about Schools Portal. |
| ***Contacts*** | 13. Comprehensive listing of call/service centers supported by FSA. |
| ***Got a Question?*** | 14. Allows user to send questions by email directly to the FSA Customer Service Call Center. |
| ***Calendar Item*** | 15. Allows user to complete an online request to have an event publicized/posted to the calendar. |

# Session 4 Key: Learning Points

## *True or False*

*FALSE*     1. Only students can apply for a PIN.

*FALSE*     2. Only returning students can use FAFSA on the Web.

*FALSE*     3. Only students who previously applied using FAFSA on the Web can use the Renewal FAFSA on the Web.

*TRUE*     4. Students and parents of dependent students must have a PIN to make corrections to FAFSA data using Corrections on the Web.

*TRUE*     5. The eMPN is a web-based Master Promissory Note.

*FALSE*     6. Only a student's loan history is maintained in the National Student Loan Data System (NSLDS) database.

*FALSE*     7. Parents of more than one dependent student applicant must have a separate PIN for each application they sign.

## *Fill In the Blanks*

8. The acronym for Personal Identification Number is ***PIN***.

9. ***FAFSA on the Web*** may be used by students to complete their applications for federal student aid faster and more easily than any other application method.

10. ***NSLDS*** is the ED's central database for student financial aid history.

11. Most data submitted on the FAFSA can be corrected using ***Corrections on the Web*** if a student has a PIN.

12. The web-based instrument used by some students to accept one or more loans is called ***eMPN***.

13. ***FAFSA on the Web demo*** is a useful tool for orienting new students to using FAFSA on the Web.

# Session 5: ISIR Code Grid

| "Code" = Comment Code | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
| --- | --- | --- | --- |

| Pierre Colnot: ISIR Comment Code = 006, 057, 109, 138, 170 | | | | | |
| --- | --- | --- | --- | --- | --- |
| Code | M | C | R | Problem | Resolution |
| 138 | 7 | Y | | NSLDS found student's reported Social Security number on its database, but name and date of birth did not match. Therefore ISIR does not contain the financial aid history associated with reported SSN | Access NSLDS and search on SSN to see if record belongs to student or if another data provider supplied conflicting SSN. If so, contact provider directly to resolve discrepancy. After documenting that SSN is accurate, student may be disbursed. |
| 057 | X | Y | | Selective Service didn't register student because he did not answer "Yes" to "Are You Male?" | To register, student answers "Yes" to BOTH "Are You Male?" and "Register for Selective Service?" on ISIR, completes and submits Selective Service registration form, or registers online at **www.sss.gov** |
| 109 | X | Y | | INS can't confirm citizenship | Students contacts FAA to find out what information is needed; Must begin paper (G845) secondary confirmation process |

| Code" = Comment Code | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
| --- | --- | --- | --- |

| Phoebie Smythe:  ISIR Comment Code = 006, 060, 062, 118, 159 | | | | | |
| --- | --- | --- | --- | --- | --- |
| Code | M | C | R | Problem | Resolution |
| 060 | 2 | Y | | DOB on FAFSA doesn't match SSA record. | If DOB is correct, student provides documentation resolving discrepancy and contacts SSA to update their records. Once SSA corrects its records, student sends SAR correction to verify DOB, then SAR is resubmitted for database matches. Match flag stays the same until SSA updates its database. If DOB is wrong, student corrects SAR. FAA reviews subsequent transactions for updated match flag. |
| 062 | N | Y | | SSA couldn't confirm claim of citizenship because of questions about name, SSN, or DOB. | If information reported is correct, student contacts SSA and submits to FAA documentation that clearly proves student is citizen or eligible noncitizen. If information is wrong, student makes SAR corrections to SSN, name, or DOB and record is resubmitted to SSA for matching. Review subsequent transactions for updated match flag. If SSN is wrong, student may correct the SAR (original SAR ID does not change but current SSN reported in field 8 does). Or student may file a new FAFSA under the correct SSN (FAFSA treated as an original application, submitted for matches, and SAR ID is same as SSN reported on this app). |
| 159 | | | | Student reported bachelor's degree and may not be eligible for a Pell Grant | FAA to determine student's eligibility |

| "Code" = Comment Code | | | | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
|---|---|---|---|---|---|---|
| Chandler Bingo: ISIR Comment Code = 006, 040, 108, 129, 162 | | | | | | |
| Code | M | C | R | Problem | Resolution | |
| 162 | 2 | Y | | VA did not confirm student is or will be a qualifying veteran for purposes of receiving federal student aid for 2002-2003. | Student corrects VA status to Yes to generate a history correction to send to VA for rematching. In the interim, FAA collects documentation that clearly demonstrates student is a veteran (DD214 form showing that "Character of Service" is other than "dishonorable") and does an independent override. Until VA database is corrected, match doesn't change. | |
| 129 | | | 2 | Must provide parent(s) income information. | Related to VA issue; if school can confirm veteran status, will need to do an independent override; otherwise, need parent's income information. | |
| 108 | | | 15 | Parent did not sign application or corrections. If parent is not able to sign, see FAA or High School Counselor. | Related to VA issue; if school can confirm veteran status, will need to do an independent override; otherwise, need parent's signature. | |

| "Code" = Comment Code | | | | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
|---|---|---|---|---|---|---|
| Rachel Greenburg: ISIR Comment Code = 006, 112, 118, 124, 132, 178, 236 | | | | | | |
| Code | M | C | R | Problem | Resolution | |
| 178 | | | W | # of family members reported needs to be reviewed. | Student submits SAR correction either correcting or verifying information. Or FAA corrects ISIR with Reject Override (W). | |
| 132 | 2 | Y | | NSLDS reports defaulted federal student loan. | Depending on loan status, student may need to contact GA, DLS, EDR, or ED and make satisfactory arrangements to repay loan. If student has already repaid loan, obtain documentation that the loan was paid off by the student. | |
| 124 | 2 | Y | | Need to contact agency regarding defaulted federal student loan. | Depending on loan status, student may need to contact GA, DLS, EDR, or ED and make satisfactory arrangements to repay loan. If student has already repaid loan, obtain documentation that the loan was paid off by the student. | |

| "Code" = Comment Code | | | | "M" = Match Flag | "C" = C Code | "R" = Reject Code |
|---|---|---|---|---|---|---|
| Joseph Trippianni: ISIR Comment Code = 006, 030, 041, 053, 112, 133 | | | | | | |
| Code | M | C | R | Problem | Resolution | |
| 053 | | Y | | No answer to "Drug Conviction Affecting Eligibility?" | Student corrects SAR with appropriate response. | |
| 133 | 3 | Y | | NSLDS reports that student received at least one overpayment of federal student aid funds. | Student must resolve overpayment. | |
| 041 | 3 | Y | | Pell overpayment needs to be resolved by contacting ED. | Student must write to or call ED at 1-800-621-3115 to resolve Pell overpayment. | |
| 030 | N | Y | | Selective Service reports that student didn't register | Register; present confirmation of registration or qualify for a waiver or exemption | |

# Session 5 Key: Learning Points

## Fill In the Blanks

1.  Identify the database against which FAFSA information is matched to determine the FAFSA applicant's eligibility for federal student financial aid:

    a.  To verify that the name, date of birth and Social Security number are correct, each applicant is matched against the .***Social Security Administration*** database.

    b.  The federal student financial aid history of each applicant is retrieved from the ***NSLDS*** database.

    c.  The ***INS*** database is matched to determine the eligibility of students who are not U.S. citizens.

    d.  The ***Selective Service*** database is matched for male applicants (18 years or older).

    e.  The ***Veterans Affairs*** database is matched for veterans status.

2.  CPS edits of FAFSA data may trigger a number of different reject codes, all of which result in ***no EFC is calculated***. Resolution *is required* to disburse aid.

3.  Sometimes when paper FAFSA applicants report data that seems inconsistent, edits performed by the CPS trigger ***assumptions***, which replace data the applicant reported with other data that seems to be more consistent.

4.  FAA Access on the Web gives you easy access to student data so that you can view the student's SAR data, check the status of batches submitted for processing, make ***corrections*** to the application, and request that a ***PIN*** be sent to the student.

## Yes or No?

5.  The destination point administrator (DPA) at each school has received a PIN giving them access to FAA Access on the Web.

    ***YES***   a. Can this PIN be used to sign a FAFSA for themselves or their child?
    ***YES***   b. Can other staff members also receive a PIN?

# Session 6 Key: Verification Scenarios

## *Scenario 1*

FSA University wants to be sure that its corresponding written policies and procedures concerning verification meet the requirements set forth by ED. To help in this task, you and a co-worker have started a checklist. Double check the checklist, and put a checkmark next to each item that should be included in your school's verification policies and procedures.

1. ✓ Deadlines for students to submit verification documentation and the consequences if the deadlines are not met

2. _____ Definition of a student athlete

3. ✓ Method of notifying students of award changes due to verification

4. ✓ Documentation required for verification

5. _____ Required procedures for requesting a housing deposit refund

6. ✓ Standard procedures for referring overpayments to the Department

7. ✓ Student responsibilities, including deadlines, consequences for missing deadlines, and correction procedures

8. _____ Deposits required of incoming freshmen

9. ✓ Required correction procedures for students

10. _____ Definition of non-satisfactory academic progress

11. ✓ Notification methods for award changes and time frame for such notification

12. ✓ Telephone number and address of the local fire department

## *Scenario 2*

Review the following definitions for "applicant" and "total applicants." Place a check mark in front of each one that is acceptable.

1. ✓ Applicant - Student who applies for federal student aid

2. ✓ Applicant - Student who is eligible to receive an award from the programs

3. _____ Applicant - Early FAFSA filer

4. ✓ Applicant - Student who applies for federal student aid and enrolls

5. _____ Total Applicants - Total number of applications from eligible non-citizens received by the school's priority deadline of March 15

6. ✓ Total Applicants - Total number of applications received from enrolled students

7. ✓ Total Applicants - Total number of applications received from students who are eligible to receive an award

8. ✓ Total Applicants - Total number of applications received

## *Scenario 3*

Based on ED's 30% verification limit option, calculate both the minimum number each school must verify to satisfy ED's requirement, as well as the total number each school must verify to meet their own institutional verification policies. Notice that, based on their individual institutional policies, some schools must verify more applications than were selected by the CPS.

| School | School's definition of total applicants | 30% of total applicants | Selected by CPS | Minimum # to verify to meet ED requirement | Total # to verify |
|---|---|---|---|---|---|
| **Institutional Verification Policies** | | | | | |
| A | 5,000 | 1,500 | 2,250 (45%) | *1,500* | *2,250* |
| School A's policy is to verify 100% of the applicants selected by CPS | | | | | |
| B | 7,500 | 2,250 | 2,250 (30%) | *2,250* | *3,750* |
| School B's policy is to verify 50% of all applicants | | | | | |
| C | 2,600 | 780 | 520 (20%) | *520* | *2,600* |
| School C's policy is to verify 100% of all applicants | | | | | |
| D | 11,500 | 3,450 | 1,725 (15%) | *1,725* | *1,725* |
| School D's policy is to verify the minimum number required by ED | | | | | |
| E | 1,000 | 300 | 300 (30%) | *300* | *1,000* |
| School E's policy is to verify 100% of all applicants | | | | | |

## *Scenario 4*

Mary O'Connell, an incoming 18-year-old freshman, is very adept at using her PC to conduct her personal business. As soon as she got your request for verification documentation, she started gathering the information; she didn't wait for her parents to return from their vacation. She downloaded a copy of the 2002-2003 Independent Verification Worksheet from your web site, signed it, scanned it, and forwarded it to the financial aid office via an email attachment. She also attached scanned copies of her signed 2001 state income tax return along with her parents' signed 2000 federal income tax return. Wanting to be thorough, she went through her dad's file cabinet to see what other documentation she could scrounge up. She found a copy of her 2001 W-2, as well as her mom's, so she scanned and emailed those documents, too.

1.  Are scanned copies of verification worksheets and federal income tax returns acceptable documentation?

    ***Yes, as long as they are properly signed (similar to photocopies).***

2.  Based on the documents Mary emailed, what, if anything do you still need to complete verification?

    ***Everything - verification worksheet and signed federal tax return***

    ***She should have downloaded, completed and signed the 2002-2003 Dependent Verification Worksheet. And she must have one of her parents sign it.***

    ***She needs to forward her signed 2001 federal income tax return.***

    ***She needs to forward her parents' signed 2001 federal income tax return.***

3.  Although your institutional verification policy does not require the submission of W-2's, must you ask for her dad's, now that you have hers and her mom's?

    ***No.***

    ***However, now that you have 2001 W-2's for Mary and her mom, you must review that information to ensure that it does not conflict with the reported application information.***

## *Scenario 5*

Based on her age, Patty Bouvier is an independent applicant whose application was selected for verification. As you requested, she submitted a signed verification worksheet indicating she is unmarried and a signed copy of her 2001 federal income tax return.

When she filed her application on February 8, 2002, she indicated she was unmarried with a household size of one and reported income and AGI only for herself. However, the signed 2001 federal income tax return she submitted was filed jointly with Simon LeGre, her husband. After talking with Patty, you find out that she and Simon lived together until February 28, when they became legally separated. She confided that she decided to report "unmarried" on the FAFSA, since she knew she was going to leave Simon as soon as she bought new tires for her car.

1.  Did Patty submit all of the documentation she is required to?

    ***Yes, a signed verification worksheet and a signed tax return (jointly filed)***

2. Should marital status, household size, income or AGI be corrected? Why or why not?

> *Yes, all of these items should be corrected to reflect that Patty was married on the day the application was filed and should include her husband.*

> *Marital status cannot be projected and the applicant's marital status cannot be updated.*

## *Scenario 6*

Patty has a much younger brother, Brandon Bouvier, who also attends your school and whose application also was selected for verification. Since Brandon needed to submit his verification documentation anyway, he came along with Patty for the ride.

Based on the conversation you just had with Patty, you decide to take a couple of minutes to chat with Brandon as well. His 2002-2003 Dependent Verification Worksheet, which his dad signed, indicates that his parents will not file a tax return for 2001 (in fact, they haven't filed a tax return since 1998). The ISIR indicates that his parents have combined earnings of $55,000; cash, savings, and checking of $10,000; and assets of $2,500. The information the family reported on the Verification Worksheet matches the information on the ISIR.

1. Since Brandon's verification worksheet matches up against his ISIR data, do you need to take any action?

> *If the school has reason to believe that Brandon's parents would have been required to file a federal tax return, then the student has reported what amounts to conflicting information, which the school must resolve.*

2. If so, what and why?

> *The school should ask for a letter of confirmation from the IRS. If the IRS indicates that Brandon's parents must file a federal tax return, then the school won't be able to complete the verification process until they provide a signed copy of their 2001 federal income tax return.*

# Session 6: Key Learning Points

## *Complete the Following*

1. Components of the NSLDS Transfer Monitoring process are listed below. In the blank next to each, indicate whether the school or NSLDS is responsible.

    a. ***School***    Set up School Transfer Profile

    b. ***School***    Add mid-year transfer student to Monitoring List

    c. ***NSLDS***    Monitor mid-year transfer student's financial aid activity

    d. ***NSLDS***    Send alert message to advise of relevant changes

    e. ***School***    Review NSLDS to determine if updates impact student eligibility

2. Name the other systems that submit financial aid history information to NSLDS.

    - *Central Processing System (CPS)*
    - *Postsecondary Education Participation System (PEPS)*
    - *Federal Family Educational Loan (FFEL) Systems*
    - *Guaranty agencies*
    - *Other schools*
    - *Recipient Financial Management System*
    - *Direct Loan Servicing System*
    - *COD*

3. Name some important reasons for verifying student application data.

    - To ensure that federal student aid programs are being managed effectively
    - To identify errors and minimize the waste of federal tax dollars
    - To minimize overawards and underawards
    - To ensure that Pell Grant funds are going to the neediest of students
    - To ensure the integrity of federal student aid programs

4. Identify which of the following apply to verification:

    a. _X_    Schools are required to verify at least 30% of the total number of their FSA-eligible applicants.

    b. _X_    Each school must develop its own policy for determining the number of applications that make up the 30% of the total.

    c. ____    A school may decide how many of the applications selected by the CPS it will verify.

    d. _X_    Schools can choose to verify additional application items.

    e. _X_    A school's institutional verification policies and procedures must be consistently applied.

5. Name the tool that assists schools in assessing their current verification policies and practices.

    ***SFA Assessment Module: Student Eligibilit*y**

6. Name the tool that assists schools in conducting an in-depth analysis of application populations so that they may gather useful information upon which to base institutional verification policies.

    ***Quality Analysis Tool for Verification***

# Tools for Ensuring Program Integrity
# Word Search Puzzle Answer Key

```
S  N  O  I  T  P  M  U  S  S  A  P  R  O  G  R  A  M  S  K
I  N  T  E  G  R  I  T  Y        R  U  L  E  S           E  O
                                                      C  O
B  E  W  E  H  T  N  O  S  S  E  C  C  A  A  A  F  M  I  B
                                                   A  T  D
G  N  I  R  O  T  I  N  O  M  R  E  F  S  N  A  R  T  C  N
         W           I     S  I  R  G  U  I  D  E  C  A  A
      A  T                 E           W  M     I  H  R  H
   L     O              F  I  D  A        O     N  F  P  A
E  D  E  T  E  C  H  R  E  F  O  R  O  L  N  N  F  L  T  F
   R     M     L        A     N     I  C  I     O  A  S  S
T     P     A        P     I     N  W  P  T     R  G  E
   N     T        U     N     K           O  C  M  S  B
      R  O     P     G     S              R  M  E
      O        D     S           L              Y  J
P           A                 O                 F  E
I  N  T  E  R  A  C  T  I  V  E  M  O  D  U  L  E  S  S  R
   E                             T  N  S  L  D  S  A
S  T  N  E  M  S  S  E  S  S  A  A  F  S  A
                                    Q
```

How many of the search words did you find?

Were you able to find the hidden message (Program Integrity Rules)?

# Session 5:
# 2002-2003 ISIR Comment Codes and Text

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 001 | This is a copy of the ISIR you requested. | | | | Y |
| 002 | No comment text printed.<br>Early Analysis flag set<br>ISIR Field/Value: Early Analysis Flag (Pos. 513) = 1 | | | | N |
| 003 | This ISIR shows corrections to your data that was previously entered incorrectly by an MDE agency. | | | | Y |
| 004 | This ISIR has been produced due to a change in your financial aid history information in the National Student Loan Data System (NSLDS) that may affect your eligibility for federal student aid. | | | | Y |
| 005 | We were unable to read all of the information on your application or SAR because it was damaged. Please review all of the items on this ISIR and make any corrections as needed. | | | | Y |
| 006 | If you need additional help with your ISIR, contact your school Financial Aid Administrator (FAA) or the Federal Student Aid Information Center at 1-800-4FED-AID (1-800-433-3243). If your address changes, contact your school or call 1-800-4FED-AID to make the correction on your record. | | | | Y |
| 007 | Not used. | | | | |
| 008 | Not used. | | | | |
| 009 | We cannot process your application further because of issues raised by terms of the Anti-Drug Abuse Act of 1988. For information on how to proceed, you must contact us within 30 days from the date of this letter by telephone at 202-377-3243. | | | 19 | Y |
| 010 | For additional information about your FSEOG overpayment, your Financial Aid Administrator must access NSLDS.<br>**Resolution required.** | 3 | Y | | Y |
| 011 | No comment text printed.<br>Satisfactory repayment on FSEOG overpayment.<br>ISIR Field/Value: FSEOG Overpayment Flag (Pos. 1593) = S; FSEOG Contact Code (Pos. 1594) = numeric and not 04, 05, or 09 | | | | N |
| 012 | No comment text printed.<br>Satisfactory repayment on FSEOG overpayment.<br>ISIR Field/Value: FSEOG Overpayment Flag (Pos. 1593) = S; FSEOG Contact Code (Pos. 1594) = 04 | | | | N |
| 013 | You cannot change your Social Security number because the Social Security Administration already verified that this Social Security number belongs to you. | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 014 | No comment text printed. Satisfactory repayment on FSEOG overpayment. ISIR Field/Value: FSEOG Overpayment Flag (Pos. 1593) = S; FSEOG Contact Code (Pos. 1594) = 05 | | | | N |
| 015 | No comment text printed. Satisfactory repayment on FSEOG overpayment. ISIR Field/Value: FSEOG Overpayment Flag (Pos. 1593) = S; FSEOG Contact Code (Pos. 1594) = 09 | | | | N |
| 016 | Your parents' total income appears to be unusually low. Review your information and make corrections if necessary. | | | | Y |
| 017 | No comment text printed. Satisfactory repayment on FSEOG overpayment. ISIR Field/Value: FSEOG Overpayment Flag (Pos. 1593) = S; FSEOG Contact Code (Pos. 1594) = Y | | | | N |
| 018 | You must provide your date of birth. | | 5 | | Y |
| 019 | No comment text printed. Satisfactory repayment on FSEOG overpayment. ISIR Field/Value: FSEOG Overpayment Flag (Pos. 1593) = S; FSEOG Contact Code (Pos. 1594) = blank | | | | N |
| 020 | To resolve your Pell overpayment, your Financial Aid Administrator must access NSLDS for additional Pell overpayment information. **Resolution required.** | 3 | Y | | Y |
| 021 | Your total income appears to be unusually low. Review your information and make corrections if necessary. | | | | Y |
| 022 | No comment text printed. Satisfactory repayment on Pell overpayment. ISIR Field/Value: Pell Overpayment Flag (Pos. 1584) = S; Pell Contact Code (Pos. 1585) = numeric and not 04, 05, or 09 | | | | N |
| 023 | It appears that the Social Security number you reported on your application is not valid. Review the number you reported and make the necessary corrections. | | | P | Y |
| 024 | The Social Security Administration (SSA) did not confirm that the Social Security number you reported on your aid application is valid. If you believe that the number you reported is correct, contact the SSA. If the Social Security number is incorrect, you should submit a new application with the correct Social Security number. | | | 18 | Y |
| 025 | No comment text printed. Satisfactory repayment on Pell overpayment. ISIR Field/Value: Pell Overpayment Flag (Pos. 1584) = S; Pell Contact Code (Pos. 1585) = 04 | | | | N |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **026** | If you want to register with Selective Service, you may answer "Yes" to both "Are You Male?" and "Register for Selective Service?" on this ISIR, complete a Selective Service registration form at your local post office, or register online at **www.sss.gov.** Selective Service will not process your registration until 30 days before your 18th birthday. | | | | Y |
| **027** | No comment text printed. FAA Adjustment flag set. ISIR Field/Value: Pos. 483 = non-blank | | | | N |
| **028** | We have forwarded your name to Selective Service for registration, as you requested. They will process your registration request 30 days prior to your 18th birthday. | | | | Y |
| **029** | No comment text printed. Selective Service match flag = Y ISIR Field/Value: Pos. 625 = Y | | | | N |
| **030** | The Selective Service reported that you have not registered with them. If you are female or were born before 1960, registration is not required. Otherwise, if you have not yet registered, are male, and are 18 through 25 years of age, to receive aid you must answer "Yes" to both "Are You Male?" and "Register for Selective Service?" on this ISIR, complete a Selective Service registration form at your local post office, or register online at **www.sss.gov.** If you believe you have already registered or are exempt, please contact the Selective Service at 847-688-6888. **Resolution required.** In order to meet student eligibility requirements, student must: • register with Selective Service, • present appropriate confirmation (i.e., his Selective Service Registration Acknowledgment or his letter of registration) that he is already registered, or • qualify for a waiver or exemption | N | Y | | Y |
| **031** | We have forwarded your name to Selective Service for registration, as you requested. | | | | Y |
| **032** | No comment text printed. Satisfactory repayment on Pell overpayment ISIR Field/Value: Pell Overpayment Flag (Pos. 1584) = S; Pell Contact Code (Pos. 1585) = 05 | | | | N |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **033** | We could not send your name to Selective Service as you requested because you did not give us enough information, you are outside the age range for registration, or you did not sign your form.  If you are at least 18 but not yet 26, you may register by answering "Yes" to both "Are You Male?" and "Register for Selective Service?" on this ISIR.  You may also register by completing a Selective Service registration form, available at your local post office, or by registering online at **www.sss.gov.**  If you are a male who has reached age 26, you cannot use the ISIR to register.  You must contact Selective Service at 847-688-6888 to resolve your registration status before you can receive federal student aid.  You are exempt from registering if born before 1960.  **Resolution required.** If student is between the ages of 18 and 26, help student make corrections to his SAR/ISIR and submit corrections for processing.  If the information needed to register the student is present, student's name will be sent to Selective Service.  Review subsequent SAR/ISIR for updated registration flag. If student is over the age of 26 and has not yet registered, student must obtain documentation from Selective Service regarding his registration status.  Determine if the student is exempt from registering or is eligible for a waiver of the registration requirement. If student did not register by the age of 26 and is not exempt or waived from the registration requirement, student may not be eligible for aid. | blank * | Y | | Y |
| **034** | No comment text printed. Satisfactory repayment on Pell overpayment. ISIR Field/Value: Pell Overpayment Flag (Pos. 1584) = S; Pell Contact Code (Pos. 1585) = 09 | | | | N |
| **035** | No comment text printed. Satisfactory repayment on Pell overpayment. ISIR Field/Value: Pell Overpayment Flag (Pos. 1584) = S; Pell Contact Code (Pos. 1585) = Y | | | | N |
| **036** | No comment text printed. Satisfactory repayment on Pell overpayment. ISIR Field/Value: Pell Overpayment Flag (Pos. 1584) = S; Pell Contact Code (Pos. 1585) = blank | | | | N |
| **037** | Certain post-baccalaureate students enrolled in teaching credential programs may be eligible for a Federal Pell Grant. | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **038** | To resolve your Pell overpayment, your Financial Aid Administrator must contact the school associated with the Pell overpayment. **Resolution required.** | 3 | Y | | Y |
| **039** | To resolve your Pell overpayments, your Financial Aid Administrator must access NSLDS for additional Pell overpayment information. **Resolution required.** | 3 | Y | | Y |
| **040** | You already submitted an application to us for this school year.  This ISIR contains the same information as the ISIR you received from your previous application.  We made changes only to your address or schools. | | | | Y |
| **041** | To resolve your Pell overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |
| **042** | To resolve your Pell overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |
| **043** | To resolve your Pell overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |
| **044** | Not used. | | | | |
| **045** | This ISIR has been produced due to information we received from the Social Security Administration regarding your record. | | | | Y |
| **046** | This ISIR has been produced due to information we received from the Immigration and Naturalization Service (INS) regarding your citizenship status. The INS did not confirm your statement that you are an eligible noncitizen. You must submit proof of your noncitizen eligibility to your school.  If you fail to submit proof within 30 days, or longer if your school allows, you may not be eligible for federal student aid. **Resolution required.** Must begin paper (G845) secondary confirmation process. | N | Y | | Y |
| **047** | There are issues with your application information that need to be resolved before your eligibility can be determined.  Read this letter carefully and review any items marked on this ISIR.  After making all necessary corrections, you and your parent must return all documentation to your school. | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 048 | You have reported a Social Security number for your parent that is the same as yours. | | | | Y |
| 049 | You did not report a Social Security number for your father or mother. | | | | Y |
| 050 | There are issues with your application information that need to be resolved before your eligibility can be determined. Read this letter carefully and review any items marked on this ISIR. After making all necessary corrections, you must return all documentation to your school. | | | | Y |
| 051 | You did not provide the complete Social Security number and name for your parent(s). | | | | Y |
| 052 | Your answer to "Drug Conviction Affecting Eligibility?" has changed since you filed your initial application. | | | | Y |
| 053 | You left "Drug Conviction Affecting Eligibility?" blank. Your failure to provide an answer to this question makes you ineligible to receive Title IV aid. Either indicate that you have never been convicted of possessing or selling illegal drugs or use the enclosed worksheet to determine your answer to this question. In any case, you can correct this item by calling 1-800-4FED-AID (1-800-433-3243) or by going to **fafsa.ed.gov**. You can also see your Financial Aid Administrator for assistance. Please understand that a drug conviction does not necessarily disqualify you from receiving student aid. <br><br>**Resolution required.** <br>Applicant is not eligible for federal aid if this response is left blank. A correction to provide a response must be made by following the directions provided in the comment text. | | Y | | Y |
| 054 | You reported a '2' in response to "Drug Conviction Affecting Eligibility?". This indicates that you are ineligible for federal student aid for part of the 2002-2003 school year. Your period of ineligibility resulting from your drug-related conviction(s) ends on or after July 1, 2002 but before June 30, 2003. You should contact your Financial Aid Administrator when your ineligibility period ends so that he or she can determine if you may receive federal funds during the 2002-2003 award year. <br><br>**Resolution required.** <br>Applicant is not eligible for federal aid until ineligibility period expires between July 1, 2002 and June 30, 2003. | | Y | | Y |
| 055 | Your denial of benefits under the Anti-Drug Abuse Act of 1988 has been resolved and processing of your student aid application may continue. | | | | Y |

*Tools for Ensuring Program Integrity*

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **056** | You reported in "Drug Conviction Affecting Eligibility?" that you have been convicted of an illegal drug offense. If you determine that your conviction(s) do not affect your eligibility for federal student aid, or affect it for only part of the 2002-2003 school year, you must correct "Drug Conviction Affecting Eligibility?" by using this report. You can also correct this item or get additional help with this question by calling 1-800-4FEDAID (1-800-433-3243). YOU ARE NOT ELIGIBLE FOR FEDERAL STUDENT AID WHILE YOUR ANSWER TO "DRUG CONVICTION ELIGIBILITY" IS '3'. Whether or not your conviction(s) affect your eligibility for federal student aid, you may still be eligible to receive state, school, or other non-federal student aid. **Resolution required.** Applicant is not eligible for federal aid. If response is incorrect, applicant should follow directions in the comment text to make a change. Applicant should not be referred to any other phone numbers at the Department of Education for resolution. | | Y | | Y |
| **057** | Selective Service did not register you because you did not answer "Yes" to "Are You Male?." If you want to register, answer "Yes" to BOTH "Are You Male?" and "Register for Selective Service?" on this ISIR, complete a Selective Service registration form at your local post office, or register on-line at **www.sss.gov**. **Resolution required.** | | Y | | Y |
| **058** | You reported in "Drug Conviction Affecting Eligibility?" that you are not eligible for federal student aid as a result of a drug-related conviction, or that you do not know if your conviction(s) affect your eligibility. You may still be eligible to receive state, school, or other non-federal student aid. If you determine that you have incorrectly answered this question, you must correct "Drug Conviction Affecting Eligibility?" by using this report. You can also correct this item or get help with this question by calling 1-800-4FED-AID (1-800-433-3243). **Resolution required.** Applicant is not eligible for federal aid. If response is incorrect, applicant should follow directions in the comment text to make a change. Applicant should not be referred to any other phone numbers at the Department of Education for resolution. | | Y | | Y |
| **059** | The Social Security Administration could not determine if the Social Security number you reported belongs to you because you did not give us your last name, date of birth or signature. Review these items and make the necessary corrections. | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **060** | The date of birth you reported on your application doesn't match the Social Security Administration's records. If the date of birth you reported is correct, contact SSA. If it is incorrect, you should make corrections on this ISIR. <br> **Resolution required.** <br> Student may provide documentation that explains the discrepancy with the date of birth. <br> If the student's date of birth is correct, the student must contact SSA. Once SSA corrects its records, the student may reenter the date of birth and submit it as a SAR/ISIR correction. Records sent for rematching will continue to receive this match flag until SSA updates its database. <br> If the date of birth is incorrect, the student may correct the date of birth on SAR/ISIR. <br> If a correction is made to date of birth, SSN, first name, or last name, the record will be sent again for matching. Review subsequent transactions for updated match flag. | 2 | Y |  | Y |
| **061** | The name you reported on your application doesn't match the Social Security Administration's records. If the name you reported is correct, contact SSA. If it is incorrect, you should make corrections on this ISIR. <br> **Resolution required.** <br> Student may provide documentation explaining discrepancy in name (e.g., marriage certificate, court order, etc.). <br> If the student's name is correct, the student may wish to contact SSA. Once SSA corrects its records, the student may reenter the name and submit it as a SAR/ISIR correction. Records sent for rematching will continue to receive this match flag until SSA updates its database. <br> If the name is incorrect, the student may correct the name on SAR/ISIR. If a correction is made to date of birth, SSN, first name, or last name, the record will be sent again for matching. Review subsequent transactions for updated match flag. | 3 | Y |  | Y |

*Tools for Ensuring Program Integrity*

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 062 | The Social Security Administration could not confirm your claim of U.S. citizenship because of questions about your Social Security number, name, or date of birth. **Resolution required.** Help student make corrections to Social Security number, name, or date of birth if necessary so that the student's record can be sent back to SSA for matching. Review subsequent transactions for updated match flag. Note that if the SSN was incorrect, the student may correct the SSN on the SAR/ISIR. If this is done, the student's original SAR ID will not change, but the current SSN reported in field 8 will be changed to reflect the corrected SSN. Alternatively, the applicant may file a new FAFSA under the correct SSN. This FAFSA will be treated as an original application and will be sent through all of the matches as if another FAFSA was never completed. The SAR ID will be the same as the SSN reported on this application. If the student believes the information reported on the application is correct, student should contact the SSA. Obtain documentation from the student that clearly proves that the student is either a citizen or eligible noncitizen. | N | | | Y |
| 063 | As we indicated on your previous ISIR, the date of birth you reported on your application is inconsistent with the Social Security Administration's records. If the date of birth you reported is correct, contact SSA. If it is incorrect, you should make corrections on this ISIR. **Resolution required.** | | Y | | Y |
| 064 | As we indicated on your previous ISIR, the name you reported on your application does not correspond with the Social Security number you provided. If the name you reported is correct, contact SSA. If it is incorrect, you should make corrections on this ISIR. **Resolution required.** | | Y | | Y |
| 065 | To resolve your FSEOG overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |
| 066 | To resolve your FSEOG overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 067 | To resolve your FSEOG overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |
| 068 | You did not indicate on your application that you are a U.S. citizen or an eligible noncitizen. To be eligible to receive federal student aid, a student must be -- (1) A U.S. citizen (or U.S. National), or (2) An eligible noncitizen, such as a U.S. permanent resident or a resident of certain Pacific Islands, or as determined by the Department of Education. | | | 17 | Y |
| 069 | Review your date of birth and either confirm the date you have reported or make the necessary corrections. | | | A | Y |
| 070 | You reported that you will either have a bachelor's degree by July 1, 2002 or you will be working on a degree beyond a bachelor's degree. Graduate students are eligible for most types of federal aid, but generally not the Federal Pell Grant. | | | | Y |
| 071 | You did not indicate whether you will have a bachelor's degree by July 1, 2002 or if you will be working on a degree beyond a bachelor's degree. | | | | Y |
| 072 | Review your date of birth and either confirm the date you have reported or make the necessary corrections. | | | B | Y |
| 073 | You did not tell us your state of legal residence. We assumed that it is the same as your mailing state (or your parents' state if you are a dependent student). | | | | Y |
| 074 | The date you reported for marital status does not appear to be correct. | | | | Y |
| 075 | You must report your marital status as of the date that you signed your original application. You should not update this item if your marital status changed after you signed and submitted your application. | | | | Y |
| 076 | Social Security Administration (SSA) records indicate that the Social Security number (SSN) you provided belongs to you but also belongs to a deceased person. If the SSN you reported is correct, you must contact an SSA office to resolve this problem. | | | 8 | Y |
| 077 | To resolve your FSEOG overpayment, your FAA must contact the school associated with the FSEOG overpayment. **Resolution required.** | 3 | Y | | Y |
| 078 | The U.S. Department of Education granted permission to process your application after the July 1, 2003 deadline. | | | | Y |
| 079 | To resolve your FSEOG overpayments, your Financial Aid Administrator must access NSLDS for additional FSEOG overpayment information. **Resolution required.** | 3 | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 080 | We recently received a student aid application with an incomplete name from this address. The applicant should review the ISIR and provide his or her full name. If the applicant does not have both a first and a last name, contact your FAA for assistance. | | | N | Y |
| 081 | Social Security Administration records indicate that you are incarcerated in a local prison facility. This may affect your eligibility for federal student aid. **Resolution required.** A student incarcerated in a local prison facility is not eligible to borrow under any Federal loan programs. If the student is not incarcerated, the student can contest the match with the Social Security Administration—Office of Program Benefits either within 30 days after the student receives the SA R and discusses the match with the institution or within 30 days after the receipt of the ISIR by the institution. The student can self-certify to the FAA at the institution that he or she is not incarcerated in a local prison facility. | 1 | Y | | Y |
| 082 | We recently received a student aid application with no name from this address. The applicant must provide a full name on this ISIR | | | 13 | Y |
| 083 | Social Security Administration records indicate that you are incarcerated in a state or federal prison facility. Your incarceration may affect your eligibility for federal student aid. **Resolution required.** A student incarcerated in a state or federal prison facility is not eligible for aid under the Federal Pell Grant, FFEL, Direct Loan, or Perkins Loan programs. If the student is not incarcerated, the student can contest the match with the Social Security Administration—Office of Program Benefits either within 30 days after the student receives the SAR and discusses the match with the institution or within 30 days after the receipt of the ISIR by the institution. The student can self-certify to the FAA at the institution that he or she is not incarcerated in a state or federal prison facility. | 2 | Y | | Y |
| 084 | We could not match your information with the Social Security Administration because you did not give us your last name, date of birth or signature. Review these items and make the necessary corrections. | | | | Y |
| 085 | We assumed your parent(s) did or will file a 2001 income tax return. | | | | Y |
| 086 | To resolve your Perkins overpayment, your Financial Aid Administrator must access NSLDS for additional Perkins overpayment information. **Resolution required.** | 3 | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 087 | We assumed your parent(s) did not and will not file a 2001 income tax return. | | | | Y |
| 088 | No comment text printed. Satisfactory repayment on Perkins overpayment. ISIR Field/Value: Perkins Overpayment Flag (Pos. 1602) = S; Perkins Contact Code (Pos. 1603) = numeric and not 04, 05, or 09 | | | | N |
| 089 | Review your parents' marital status. If your parents are not married, provide the income for only the parent(s) who support(s) you. | | | 11 | Y |
| 090 | To resolve your Perkins overpayment, your Financial Aid Administrator must contact the school associated with the Perkins overpayment. **Resolution required.** | 3 | Y | | Y |
| 091 | No comment text printed. Satisfactory repayment on Perkins overpayment. ISIR Field/Value: Perkins Overpayment Flag (Pos. 1602) = S; Perkins Contact Code (Pos. 1603) = 04 | | | | N |
| 092 | No comment text printed. Satisfactory repayment on Perkins overpayment. ISIR Field/Value: Perkins Overpayment Flag (Pos. 1602) = S; Perkins Contact Code (Pos. 1603) = 05 | | | | N |
| 093 | No comment text printed. Satisfactory repayment on Perkins overpayment. ISIR Field/Value: Perkins Overpayment Flag (Pos. 1602) = S; Perkins Contact Code (Pos. 1603) = 09 | | | | N |
| 094 | It appears you reported the same income value for more than one income question. | | | | Y |
| 095 | We assumed you did/will file a 2001 U.S. income tax return. | | | | Y |
| 096 | No comment text printed. Satisfactory repayment on Perkins overpayment. ISIR Field/Value: Perkins Overpayment Flag (Pos. 1602) = S; Perkins Contact Code (Pos. 1603) = Y | | | | N |
| 097 | We assumed you did not and will not file a 2001 U.S. income tax return. | | | | Y |
| 098 | No comment text printed. Satisfactory repayment on Perkins overpayment. ISIR Field/Value: Perkins Overpayment Flag (Pos. 1602) = S; Perkins Contact Code (Pos. 1603) = blank | | | | N |
| 099 | Review your marital status. You should report income for a spouse only if you were married as of the date you submitted your application. **Resolution required.** | | | 11 | Y |
| 100 | To resolve your Perkins overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|:---:|---|:---:|:---:|:---:|:---:|
| 101 | To resolve your Perkins overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. **Resolution required.** | 3 | Y | | Y |
| 102 | To resolve your Perkins overpayment, call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245 **Resolution required.** | 3 | Y | | Y |
| 103 | We could not find one or more of the schools you listed in our eligible school file. To receive federal student aid, you must attend a school that participates in the federal student aid programs. | | | | Y |
| 104 | ATTENTION: You did not list any schools or the schools you listed are not in our eligible school file. To receive federal student aid, you must attend a school that participates in the federal student aid programs. | | | | Y |
| 105 | This ISIR has been produced due to information we received from the Immigration and Naturalization Service (INS) regarding your citizenship status. The INS has not yet confirmed your statement that you are an eligible noncitizen. You must submit proof of your noncitizen eligibility to your school. If you fail to submit proof to your school within 30 days, or longer if your school allows, you may not be eligible for federal student aid. **Resolution required.** School is encouraged, but not required, to wait ten business days for another systems generated ISIR with updated secondary confirmation match flag before beginning mandatory paper (G845) secondary confirmation process. | C | Y | | Y |
| 106 | You have corrected information on your ISIR more than 10 times. Before sending in another correction, contact your Financial Aid Administrator for assistance. | | | | Y |
| 107 | To resolve your Perkins overpayments, your Financial Aid Administrator must access NSLDS for additional Perkins overpayment information. **Resolution required.** | 3 | Y | | Y |
| 108 | Your parent did not sign your application or the corrections you submitted. If your parent is not able to sign, see your Financial Aid Administrator or High School Counselor. | | | 15 | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 109 | This ISIR has been produced due to information we received from the Immigration and Naturalization Service (INS) regarding your citizenship status. The INS did not have enough information to confirm your statement that you are an eligible noncitizen. You must contact the Financial Aid Administrator at your school to find out what information is needed. If you fail to submit the required information within 30 days, or longer if your school allows, you may not be eligible for federal student aid.<br>**Resolution required.**<br>Must begin paper (G845) secondary confirmation process. | X | Y | | Y |
| 110 | We have not received the signature page from your FAFSA Express or FAFSA on the Web application or correction. We must have your signature before we can determine your eligibility for federal student aid. | | | 16 | Y |
| 111 | The amount you reported for taxes paid by your parent(s) is equal to the amount you reported for their adjusted gross income. Review these items and make the necessary corrections. | | | C | Y |
| 112 | Based on the information we have on record for you, your EFC is____. Your school will use this number to determine what types of aid and how much you are eligible for. You are not eligible for a Federal Pell Grant but you may be eligible for other aid. | | | | Y |
| 113 | We assumed the value for number in college based on your parents' marital status and number of family members. Your parents should not be included in the number in college. | | | | Y |
| 114 | The amount you reported for your taxes paid is equal to the amount you reported for your adjusted gross income. Review these items and make the necessary corrections. | | | C | Y |
| 115 | The National Student Loan Data System (NSLDS) indicates you have one or more student loans discharged because of a total and permanent disability. Before you can receive additional federal student loans, you must see your Financial Aid Administrator.<br>**Resolution required.**<br>See Chapter 10 of the 2000–2001 Federal Student Financial Aid Handbook for additional information. Resolution depends on when the discharge was granted. Schools must check the effective date of the discharge in NSLDS and take the action described in the SFA Handbook and other information provided by ED. | | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 116 | The National Student Loan Data System (NSLDS) indicates you have one or more student loans in an active bankruptcy status. Before you can receive any additional federal student loans, you must see your Financial Aid Administrator. **Resolution required** See the September 1995 Dear Colleague letter GEN-95-40 and Chapter 10 of the 2000–2001 Federal Student Financial Aid Handbook for additional information. | | Y | | Y |
| 117 | We assumed certain information to calculate your eligibility for federal student aid. We printed an asterisk (*) next to the items containing assumed information. If our assumptions are correct, do not change them. If they are incorrect, you should make corrections on this ISIR. | | | | Y |
| 118 | Be sure to review the items marked with an "h" or an "*" on your ISIR and make corrections if necessary. | | | | Y |
| 119 | No comment text printed. Rejected, transaction number 03 through 10. ISIR Field/Value: Dependency Status (Pos. 537) = X or Y; Transaction Number (Pos. 14) = 03-10 | | | | N |
| 120 | This ISIR has been produced due to information we received from the Immigration and Naturalization Service (INS) regarding your citizenship status. Your citizenship status has been confirmed by the INS and you meet the citizenship requirements for federal student aid. | | | | Y |
| 121 | No comment text printed. Reject B override set by applicant. ISIR Field/Value: Reject B Override (Pos. 528) = 1 | | | B | N |
| 122 | No comment text printed. Dependent, reject W override set by applicant. ISIR Field/Value: Reject W Override (Pos. 530) = 1; Dependency Status (Pos. 537) = D or X | | | | N |
| 123 | No comment text printed. Independent, reject W override set by applicant. ISIR Field/Value: Reject W Override (Pos. 530) = 1; Dependency Status (Pos. 537) = I or Y | | | | N |
| 124 | Contact the following agency(ies) regarding your defaulted federal student loan: **Resolution required.** Depending on loan status, student may need to contact GA, DLS, or EDR and make satisfactory arrangements to repay loan. If student has already repaid loan, obtain documentation that the loan identified as being in default is the loan that was paid off by the student. See attached list of loan status codes and information on student eligibility. | 2 | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 125 | If you want to be considered for a Federal Pell Grant, your Financial Aid Administrator must receive your ISIR by August 15, 2003, or your last day of enrollment, whichever comes first. Other student aid programs have different deadlines. | | | | Y |
| 126 | No comment text printed.<br>NSLDS Satisfactory Repayment flag set.<br>ISIR Field/Value: NSLDS Satisfactory Repayment Flag (Pos. 1613) = Y | | | | N |
| 127 | It may be too late to submit any corrections to your ISIR. If you want to be considered for a Federal Pell Grant, your school must receive a complete, correct ISIR no later than August 15, 2003, or your last day of enrollment, whichever comes first. Other student aid programs have different deadlines. Under certain circumstances, students selected for verification have an additional 60 days from their last day of enrollment, but no later than August 15, 2003, to submit corrections. | | | | Y |
| 128 | It may be too late for you to make corrections or give us any more information for this year. Your school must have your corrected ISIR no later than August 15, 2003. | | | | Y |
| 129 | You must provide your parent(s) income information in Step Four. | | | 2 | Y |
| 130 | You must provide your income information in Step Two. | | | 2 | Y |
| 131 | No comment text printed.<br>NSLDS match not completed.<br>ISIR Field/Value: NSLDS Match Flag (Pos. 669) = 8 | | | | N |
| 132 | The National Student Loan Data System (NSLDS) indicates that you are in DEFAULT on a federal student loan. You are not eligible to receive any federal student aid until your default has been resolved.<br>**Resolution required.**<br>Depending on loan status, student may need to contact GA, DLS, EDR, or ED and make satisfactory arrangements to repay loan. If student has already repaid loan, obtain documentation that the loan identified as being in default is the loan that was paid off by the student.<br>See attached list of loan status codes and information on student eligibility. | 2 | Y | | Y |
| 133 | The National Student Loan Data System (NSLDS) indicates that you received at least one overpayment of federal student aid funds. You are required by law to repay any funds received from the federal student aid programs to which you were not entitled. You are not eligible to receive any federal student aid until your overpayment has been resolved.<br>**Resolution required.** | 3 | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **134** | The National Student Loan Data System (NSLDS) indicates that you are in DEFAULT on at least one federal student loan and that you received at least one overpayment of federal student aid funds. You are not eligible to receive any federal student aid until these items have been resolved. **Resolution required.** See resolution for match flags 2 and 3 above. | 4 | Y | | Y |
| **135** | To resolve your defaulted federal student loan(s), contact the lender associated with the loan. **Resolution required.** | 2 | Y | | Y |
| **136** | To resolve your defaulted federal student loan(s), contact the school associated with the loan. **Resolution required.** | 2 | Y | | Y |
| **137** | No comment text printed. No relevant information found on NSLDS database ISIR Field/Value: NSLDS Database Results Flag (Pos. 1582) = 4 | | | | N |
| **138** | The National Student Loan Data System (NSLDS) found your reported Social Security number on their database, but your name and date of birth did not match. Therefore this ISIR does not contain the financial aid history that is associated with your reported SSN. **Resolution required.** Determine if the NSLDS record is that of the applicant, by accessing NSLDS online using SSN only to retrieve the matching data. This will help determine whether that SSN belongs to the student being assisted. This method will reveal which data provider supplied the conflicting SSN information. This provider may then be contacted directly to resolve the discrepancy. There is no need to wait for NSLDS to be updated before continuing the award process. If the record belongs to the student, use the information in NSLDS to determine eligibility for SFA funds. | 7 | Y | | Y |
| **139** | Not used. | | | | |
| **140** | No comment text printed. No record found on NSLDS database. ISIR Field/Value: NSLDS Database Results Flag (Pos. 1582) = 3 | | | | N |
| **141** | You changed your response to citizenship or you changed the Alien Registration Number verified with INS. You must submit proof of your citizenship status to your Financial Aid Administrator. **Resolution required.** Determine why student changed citizenship status and resolve any conflicting information. Student may need to submit proof of citizenship depending on reason for change. | blank* | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
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| **142** | The Immigration and Naturalization Service (INS) could not confirm your statement that you are an eligible noncitizen because there is a question about your Alien Registration Number. You must submit proof of your noncitizen eligibility to your school. If you fail to submit proof within 30 days, or longer if your school allows, you may not be eligible for federal student aid. **<u>Resolution required.</u>** If student failed to provide Alien Registration Number or provided an invalid Alien Registration Number, *do not perform secondary confirmation.* Instead, help student make corrections to the SAR/ISIR and resubmit for processing. If student provides adequate information to conduct match, record will be sent back to INS for matching. Review match flags on subsequent transactions for updated match flag. | blank* | Y | | Y |
| **143** | Your citizenship status has been confirmed by the Immigration and Naturalization Service (INS) and you meet the citizenship requirements for federal student aid. | | | | Y |
| **144** | The Immigration and Naturalization Service (INS) has not yet confirmed your statement that you are an eligible noncitizen. INS will continue to check their records and we will notify you when we have received more information from them. **<u>Resolution required.</u>** See match flag on Secondary Confirmation. INS will conduct the Secondary Confirmation process based on applicant identifier and Primary Verification information only. Next steps will depend on results from Secondary Confirmation match results. | N | Y | | Y |
| **145** | According to Social Security Administration (SSA) records, the Social Security number you provided belongs to a deceased person. If the SSN you reported is correct, you must contact an SSA office to resolve this problem. | | | 8 | Y |

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| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **146** | The Social Security Administration (SSA) did not confirm that you are a U.S. citizen. You need to provide your school with documentation of your citizenship status before you can receive federal student aid. **Resolution required.** If student is a U.S. citizen, student should provide birth certificate, passport, or other documents that definitively prove citizenship. Voter registration cards are not adequate proof of citizenship since many localities do not require proof of citizenship. If student is an eligible noncitizen, student should correct Item 13 to indicate that the student is an eligible noncitizen and Item 14 to indicate a valid Alien Registration Number. If student already provided citizenship and alien registration number on the FAFSA or SAR, determine if student was sent to INS for matching. If student was successfully matched with the INS as being an eligible noncitizen, we will suppress comment 146 and no further resolution is necessary. **Note:** A match flag of * (asterisk) generally indicates that the student was born in a foreign country to American parents that were stationed in another country (e.g., military, State Department, or Foreign Service). These students generally have a birth certificate indicating that they are U.S. citizens that were born abroad. The SSA does not automatically update this flag and the financial aid administrator should document the information in the student's record. | B, C, D, E, F, or * | Y | | Y |
| **147** | Not used. | | | | |
| **148** | We assumed the number in college should be one. Your parents should not be included. | | | | Y |
| **149** | Based on the information we have on record for you, your EFC is . Your school will use this number to determine what types of aid and how much you are eligible for. You may be eligible to receive a Federal Pell Grant and other federal student aid. | | | | Y |
| **150** | You must provide asset information for you in Step Two and for your parent(s) in Step Four. | | | 1 | Y |
| **151** | You must provide your asset information in Step Two. | | | 1 | Y |
| **152** | Not used. | | | | |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 153 | No comment text printed.<br>Dependency change on history correction<br>ISIR Field/Value: Dependency status on the transaction identified in Pos. 599 compared to Dependency status in Pos. 537 | | | | N |
| 154 | The amount you reported for taxes paid by your parent(s) appears to be over the allowable amount based on what you reported for their adjusted gross income.<br>Resolution: | | | | Y |
| 155 | The amount you reported for your taxes paid appears to be over the allowable amount based on what you reported for your adjusted gross income. | | | | Y |
| 156 | If your parents have now filed their 2001 tax return, correct this ISIR to reflect the information as reported on their tax return. If your parents still haven't filed, notify your Financial Aid Administrator once they file. | | | | Y |
| 157 | If you have now filed your 2001 tax return, correct this ISIR to reflect the information as reported on your tax return. If you still haven't filed, notify your Financial Aid Administrator once you file. | | | | Y |
| 158 | You are not eligible to receive a Federal Pell Grant because you reported that you have a bachelor's degree or you are working on a degree beyond a bachelor's degree, or both. Your Financial Aid Administrator will determine what types of federal student aid you are eligible to receive. | | | | Y |
| 159 | You MAY not be eligible to receive a Federal Pell Grant because you reported that you have a bachelor's degree or you are working on a degree beyond a bachelor's degree, or both. Your Financial Aid Administrator will determine what types of federal student aid you are eligible to receive. | | | | Y |
| 160 | You did not sign your application or correction. You must sign and return this ISIR before we can determine your eligibility for federal student aid. | | | 14 | Y |
| 161 | We could not match your information with the Department of Veterans Affairs (VA) because you did not give us your full name, date of birth or signature. You should review and correct these items on your ISIR. | | | | Y |

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| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 162 | The Department of Veterans Affairs (VA) did not confirm that you are or will be a qualifying veteran for purposes of receiving federal student aid for the 2002-2003 school year. If VA is correct, you must provide your parents' information (including signature) on this ISIR if you have not already done so. If you believe you are or will be a qualifying veteran, contact a VA office to resolve this problem. **<u>Resolution required.</u>** In this situation, CPS assumes No to the Veteran Status question. The student does not qualify for Independent status if the response to this question remains No, so it is possible that parents' data and signature were not provided. If this is the case, Reject 15 or Reject 2 would also be present on the SAR/ISIR. If the student believes the match results are in error, the student should contact a regional VA office to have VA records updated. The student will then need to correct the VA status question to Yes, which will generate a history correction that will be sent to VA for rematching. While the student is resolving the discrepancy with the VA, the financial aid administrator may collect documentation from the applicant that clearly demonstrates that he or she is a veteran of the U.S. Armed Forces. The student may provide the DD214 form showing that "Character of Service" is other than "dishonorable." However, until the information is corrected in the VA database, the match results will not change. If the documentation confirms that the student is a veteran, the financial aid administrator may perform a dependency override, changing the student's dependency status from dependent to independent. Title IV aid may then be disbursed to the student. | 2 | Y | | Y |
| 163 | The Department of Veterans Affairs (VA) did not confirm that you are or will be a qualifying veteran for the 2002-2003 school year. If VA is not correct, you should contact a VA office to resolve this problem. | | | | Y |
| 164 | No comment text printed. Dependency Override code set to 1. ISIR Field/Value: Dependency Override (Pos. 475) = 1 | | | | N |
| 165 | No comment text printed. Dependency Override code set to 2 (cancelled). ISIR Field/Value: Dependency Override (Pos. 475) = 2 | | | | N |
| 166 | It appears that the Social Security number you reported on your application for your father is not valid. | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| **167** | It appears that the Social Security number you reported on your application for your mother is not valid. | | | | Y |
| **168** | You must provide answers for your parents' marital status and number of family members. | | | 10 | Y |
| **169** | You must provide answers for your marital status and number of family members. | | | 10 | Y |
| **170** | Your school will ask you to provide copies of certain financial documents for you and your parent(s). | | | | Y |
| **171** | Your school will ask you to provide copies of certain financial documents for you (and your spouse). | | | | Y |
| **172** | This Institutional Student Information Record (ISIR) was produced because of a processing change, and updates your previous ISIR. | | | | Y |
| **173** | The Department of Veterans Affairs (VA) did not confirm that you are or will be a qualifying veteran for purposes of receiving federal student aid for the 2002-2003 school year. If VA is correct, you must provide your parents' information (including signature) on this ISIR if you have not already done so. If you believe you are or will be a qualifying veteran, contact a VA office to resolve this problem **Resolution required.** In this situation, CPS assumes No to this question. The student does not qualify for Independent status if the response to this question remains No, so it is possible that parents' data and signature were not provided. If this is the case, Reject 15 or Reject 2 would also be present on the SAR/ISIR. If the student believes the match results are in error, the student may provide the DD214 form (military separation form). However, it is likely that the military branch or Department of Defense has not sent the data to VA. The student should contact a regional VA office to have VA records updated. The student will then need to correct the VA status question to Yes which will generate a history correction that will be sent to VA for rematching. Until the information is corrected in the VA database, the match results will not change. While the student is resolving the discrepancy with the VA, the financial aid administrator may collect the DD214 from the applicant that clearly demonstrates that he or she is a veteran of the U.S. Armed Forces. If the documentation confirms that the student is a veteran, the financial aid administrator may perform a dependency override, changing the student's dependency status from dependent to independent. Title IV aid may then be disbursed to the student. | 3 | Y | | Y |

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| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 174 | The Department of Veterans Affairs (VA) did not confirm that you are or will be a qualifying veteran for the 2002-2003 school year. If VA is not correct, you should contact a VA office to resolve this problem. | | | | Y |
| 175 | You reported that you are married and have dependents other than a spouse, but that your number of family members is 2. These answers are inconsistent. | | | | Y |
| 176 | You reported that you do not have children or other legal dependents, but that your number of family members is greater than 2. These answers are inconsistent. | | | | Y |
| 177 | You reported that you are not married and do not have children or other legal dependents, but that your number of family members is 2. These answers are inconsistent. | | | | Y |
| 178 | Review the number of family members you have reported for your parent(s) and either confirm your answer or make the necessary corrections. | | | W | Y |
| 179 | Review the number of family members you have reported and either confirm your answer or make the necessary corrections. | | | W | Y |
| 180 | The Department of Veterans Affairs (VA) has confirmed that you are currently serving in the U.S. Armed Forces. You indicated on your application that you will be released from active duty by June 30, 2003. You must provide documentation of this to your financial Aid Administrator before you can receive federal student aid. **Resolution required.** Student must provide documentation to the school that shows upcoming release orders from a military branch, typically in memorandum format or letter, stating intent to release. There is no requirement to reconfirm actual separation during the award year. | 4 | Y | | Y |
| 181 | Debt Collection Service, 1-800-621-3115. (GA 611) | | | | Y |
| 182 | Debt Collection Service, 1-800-621-3115. (GA 620) | | | | Y |
| 183 | Debt Collection Service, 1-800-621-3115. (GA 627) | | | | Y |
| 184 | Debt Collection Service, 1-800-621-3115. (GA 631) | | | | Y |
| 185 | Debt Collection Service, 1-800-621-3115. (GA 654) | | | | Y |
| 186 | Debt Collection Service, 1-800-621-3115. (GA 656) | | | | Y |
| 187 | Debt Collection Service, 1-800-621-3115. (GA 701) | | | | Y |
| 188 | United Student Aid Funds, Alaska Claims Assistance, 1-800-331-2314. (GA 702) | | | | Y |
| 189 | Student Loan Foundation of Arkansas, Collections, 1-800-622-3446. (GA 705) | | | | Y |
| 190 | California Student Aid Commission, 1-800-367-1589. (GA 706) | | | | Y |
| 191 | Colorado Guaranteed Student Loan Program, 303-305-3000. (GA 708) | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
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| 192 | Connecticut Student Loan Foundation, Collections, 1-800-237-9721 or 860-257-4001. (GA 709) | | | | Y |
| 193 | Debt Collection Service, 1-800-621-3115. (GA 710) | | | | Y |
| 194 | Debt Collection Service, 1-800-621-3115. (GA 711) | | | | Y |
| 195 | Florida Department of Education, Defaulted Borrowers Assistance, 1-800-366-3475 or 850-410-5200. (GA 712) | | | | Y |
| 196 | Georgia Student Finance Commission, Collections, 1-800-776-6878 or 770-724-9000. (GA 713) | | | | Y |
| 197 | Northwest Education Loan Association, Collection Office, 1-800-552-0686. (GA 716) | | | | Y |
| 198 | Illinois Student Assistance Commission, Claims and Collections, 1-800-934-3572 or 847-948-8500. (GA 717) | | | | Y |
| 199 | United Student Aid Funds, Indiana Claims Assistance, 1-800-331-2314. (GA 718) | | | | Y |
| 200 | Iowa College Aid Commission, Claims Dept., 1-800-383-4222 or 515-242-3344. (GA 719) | | | | Y |
| 201 | Kentucky Higher Education Assistance Authority, Collections Office, 1-800-928-8926 or 502-696-7281. (GA 721) | | | | Y |
| 202 | Louisiana Office of Student Financial Assistance, 1-800-256-6882 or 1-800-259-5626. (GA 722) | | | | Y |
| 203 | United Student Aid Funds, Maine Claims Assistance, 1-800-331-2314 or 317-849-6510. (GA 723) | | | | Y |
| 204 | United Student Aid Funds, Maryland Claims Assistance, 1-800-331-2314. (GA 724) | | | | Y |
| 205 | American Student Assistance, Collections, 1-800-999-9080 or 617-426-9434. (GA 725) | | | | Y |
| 206 | Michigan Higher Education Assistance Authority, Collections, 1-800-642-5626 or 517-373-0760. (GA 726) | | | | Y |
| 207 | Great Lakes Higher Education Corporation, 1-800-354-6980. (GA 727) | | | | Y |
| 208 | Debt Collection Service, 1-800-621-3115. (GA 728) | | | | Y |
| 209 | Missouri Default Collection Services, BTI Services, 1-800-824-4893, Ext. 1. (GA 729) | | | | Y |
| 210 | Montana Guaranteed Student Loan Program, Claims Management, 1-800-537-7508 or 406-444-0395. (GA 730) | | | | Y |
| 211 | National Student Loan Program (NSLP), Collection Office, 1-800-735-8778, Ext. 6380 or 402-479-6800. (GA 731) | | | | Y |
| 212 | United Student Aid Funds, Nevada Claims Assistance, 1-800-331-2314. (GA 732) | | | | Y |
| 213 | New Hampshire Higher Education Assistance Foundation, Claims Section, 1-800-525-2577 or 603-225-6612. (GA 733) | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
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| 214 | New Jersey Higher Education Assistance Authority, 1-800-792-8670. (GA 734) | | | | Y |
| 215 | New Mexico Educational Assistance Foundation, 1-800-279-5063 or 505-345-3371. (GA 735) | | | | Y |
| 216 | New York State Higher Education Service, Office of Default, 1-800-666-0991. (GA 736) | | | | Y |
| 217 | North Carolina State Education Assistance Authority, Collections, 1-800-544-1644. (GA 737) | | | | Y |
| 218 | North Dakota Post Claims Collections, 1-800-472-2166, Ext. 5662 or 701-328-5662. (GA 738) | | | | Y |
| 219 | Debt Collection Service, 1-800-621-3115. (GA 739) | | | | Y |
| 220 | Oklahoma Guaranteed Student Loan Program, Collection Office, 1-800-522-8022 or 405-858-4375. (GA 740) | | | | Y |
| 221 | Oregon State Scholarship Commission, Collection Office, 1-800-457-0135 (GA 741) | | | | Y |
| 222 | Pennsylvania Higher Education Assistance Agency, 1-800-233-0751 (GA 742). | | | | Y |
| 223 | Rhode Island Higher Education Assistance Authority, 1-800-922-9855 or 401-736-1100. (GA 744) | | | | Y |
| 224 | South Carolina State Education Assistance Authority, Collections, 1-800-347-2752 or 803-798-0916. (GA 745) | | | | Y |
| 225 | Education Assistance Corporation, 1-800-874-8982 or 605-622-4347. (GA 746) | | | | Y |
| 226 | Tennessee Default Collection Services, BTI Services, 1-800-257-6528, Ext. 1. (GA 747) | | | | Y |
| 227 | Texas Guaranteed Student Loan Corp., Collections, 1-800-252-9743 or 512-219-7337. (GA 748) | | | | Y |
| 228 | Utah Higher Education Assistance Agency, 801-321-7200 or 1-800-418-8757. (GA 749) | | | | Y |
| 229 | Vermont Student Assistance Corp., 1-800-642-3177 or 802-655-9602, Ext. 278. (GA 750) | | | | Y |
| 230 | Debt Collection Service, 1-800-621-3115 (GA 751) | | | | Y |
| 231 | Northwest Education Loan Association, Collection Office, 1-800-552-0686. (GA 753) | | | | Y |
| 232 | Great Lakes Higher Education Corporation, 1-800-354-6980. (GA 755) | | | | Y |
| 233 | Debt Collection Service, 1-800-621-3115. (GA 772) | | | | Y |
| 234 | Debt Collection Service, 1-800-621-3115. (GA 778) | | | | Y |
| 235 | United Student Aid Funds, Post Claims Assistance, 1-800-331-2314. (GA 800) | | | | Y |
| 236 | United Student Aid Funds, Arizona Claims Assistance, 1-800-331-2314. (GA 804) | | | | Y |
| 237 | United Student Aid Funds, Hawaii Claims Assistance, 1-800-331-2314. (GA 815) | | | | Y |
| 238 | Educational Credit Management Corporation, 651-221-0566. (GA 927) | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
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| **239** | Educational Credit Management Corporation, 651-221-0566. (GA 951) | | | | Y |
| **240** | Not used. | | | | |
| **241** | Not used. | | | | |
| **242** | Not used. | | | | |
| **243** | Not used. | | | | |
| **244** | Not used. | | | | |
| **245** | Direct Loan Servicing Center, Utica, NY, 1-800-848-0979. (00100) | | | | Y |
| **246** | Not used. | | | | |
| **247** | Not used. | | | | |
| **248** | Not used. | | | | |
| **249** | Not used. | | | | |
| **250** | Not used. | | | | |
| **251** | Call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. (EDR 04) | | | | Y |
| **252** | Call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. (EDR 05) | | | | Y |
| **253** | Call the U.S. Department of Education at 1-800-621-3115, or write to the U.S. Department of Education, P.O. Box 4222, Iowa City, Iowa 52245. (EDR 09) | | | | Y |
| **254** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level, we have determined that you may have received subsidized student loans in excess of loan limits established for the federal loan programs. <br>**Resolution required** <br>In general, students who borrow in excess of aggregate loan limits are ineligible to receive further Title IV assistance; however, if the school determines that the student inadvertently borrowed in excess of the limits, <br>the student may regain eligibility by either· repaying the amount borrowed in excess of the aggregate limits, or making repayment arrangements for the excess amount that are satisfactory to the holder of the loan. <br>Refer to Section 668.35(b)(1) of the Federal Student Financial Aid Regulations and Dear Colleague Letter GEN 96-13, Q&A #17 for additional information. | | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
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| **255** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level, we have determined that you may have received subsidized student loans in excess of loan limits established for the federal loan programs. **Resolution required**. In general, students who borrow in excess of aggregate loan limits are ineligible to receive further Title IV assistance; however, if the school determines that the student inadvertently borrowed in excess of the limits, the student may regain eligibility by either· repaying the amount borrowed in excess of the aggregate limits, or making repayment arrangements for the excess amount that are satisfactory to the holder of the loan. Refer to Section 668.35(b)(1) of the Federal Student Financial Aid Regulations and Dear Colleague Letter GEN 96-13, Q&A #17 for additional information. | | Y | | Y |
| **256** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level, we have determined that you have received a total amount of subsidized loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional subsidized student loans may be limited. | | | | Y |
| **257** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level, we have determined that you have received a total amount of subsidized loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional subsidized student loans may be limited. | | | | Y |
| **258** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level, we have determined that you have received a total amount of subsidized loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional subsidized student loans may be limited. | | | | Y |
| **259** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level, we have determined that you have received a total amount of subsidized loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional subsidized student loans may be limited. | | | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 260 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you may have received student loans in excess of loan limits established for the federal loan programs. **Resolution required**. In general, students who borrow in excess of aggregate loan limits are ineligible to receive further Title IV assistance; however, if the school determines that the student inadvertently borrowed in excess of the limits, the student may regain eligibility by either˙ repaying the amount borrowed in excess of the aggregate limits, or making repayment arrangements for the excess amount that are satisfactory to the holder of the loan. Refer to Section 668.35(b)(1) of the Federal Student Financial Aid Regulations and Dear Colleague Letter GEN 96-13, Q&A #17 for additional information. | | Y | | Y |
| 261 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you may have received student loans in excess of loan limits established for the Federal loan programs. **Resolution required**. In general, students who borrow in excess of aggregate loan limits are ineligible to receive further Title IV assistance; however, if the school determines that the student inadvertently borrowed in excess of the limits, the student may regain eligibility by either˙ repaying the amount borrowed in excess of the aggregate limits, or making repayment arrangements for the excess amount that are satisfactory to the holder of the loan. Refer to Section 668.35(b)(1) of the Federal Student Financial Aid Regulations and Dear Colleague Letter GEN 96-13, Q&A #17 for additional information. | | Y | | Y |
| 262 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| 263 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |

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| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
|---|---|---|---|---|---|
| 264 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| 265 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| 266 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you may have received student loans in excess of loan limits established for the federal loan programs. **Resolution required** In general, students who borrow in excess of aggregate loan limits are ineligible to receive further Title IV assistance; however, if the school determines that the student inadvertently borrowed in excess of the limits, the student may regain eligibility by either· repaying the amount borrowed in excess of the aggregate limits, or making repayment arrangements for the excess amount that are satisfactory to the holder of the loan. Refer to Section 668.35(b)(1) of the Federal Student Financial Aid Regulations and Dear Colleague Letter GEN 96-13, Q&A #17 for additional information. | | Y | | Y |
| 267 | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you may have received student loans in excess of loan limits established for the federal loan programs. **Resolution required** In general, students who borrow in excess of aggregate loan limits are ineligible to receive further Title IV assistance; however, if the school determines that the student inadvertently borrowed in excess of the limits, the student may regain eligibility by either· repaying the amount borrowed in excess of the aggregate limits, or making repayment arrangements for the excess amount that are satisfactory to the holder of the loan. Refer to Section 668.35(b)(1) of the Federal Student Financial Aid Regulations and Dear Colleague Letter GEN 96-13, Q&A #17 for additional information. | | Y | | Y |

| Comment Code | Comment Text Definition | Match Flag | C Code | Reject Code | On the ISIR |
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| **268** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| **269** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| **270** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| **271** | Based upon data provided by the National Student Loan Data System (NSLDS) and your reported grade level and dependency status, we have determined that you have received a total amount of student loans that is close to the loan limits established for the federal loan programs. Therefore, your eligibility for additional student loans may be limited. | | | | Y |
| **272** | ISSUES AFFECTING YOUR ELIGIBILITY. | | | | Y |
| **273** | WHAT YOU MUST DO NOW. | | | | Y |
| **274** | OTHER INFORMATION YOU NEED TO KNOW. | | | | Y |

*Tools for Ensuring Program Integrity*